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ABSTRACT

The study of elementary social studies curriculum objectives was conducted during 1976-77 among 625 Iowa teachers to determine how teachers think social studies should be taught at the elementary level. Presented in three parts, the study is intended to assist elementary teachers in clarifying their teaching obectives. An inventory of social studies objectives, techniques, and materials was developed and used. Part I presents an overview of the study, including purposes, related research, guidelines, time schedule, and data analysis. Part II, which contains the bulk of the report, interprets the data by grade level. Analysis of teacher responses indicates a general feeling that additional social studies areas should be developed, including concept formation, values, and problem solving. Also, both inservice training in social studies and changes in classroom organization could result in better understanding of the part social studies plays in the total curriculum. Part III concludes that teachers have trouble relating social studies objectives to curriculum development, variety in teaching strategy is limited, and no clear cut differences can be documented to demonstrate the excellence of certain activities at specific grade levels. It was recommended that inservice programs should be developed which help teachers clarify the relationship between social studies objectives and program development. The author recommends further research involving more teachers. Appendices are included. (Author/DB)

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COLLEGE OF EDUCATION

DEPARTMENT OF ELEMENTARY EDUCATION

IOWA STATE UNIVERSITY OF SCIENCE AND TECHNOLOGY

A Report of a Research Study: A Consensual Validation of Social Studies Objectives, Techniques, and Materials - K-6

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Funding Agencies: Iowa State Department of Instruction
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TABLE OF CONTENTS

	Page
PART ONE: OVERVIEW	1
Introduction	1
Purposes of the Study	2
Related Research and Rationale	3
General Procedure	4
Guidelines, Limitation, and Definitions	5
Time Schedule and Sample	8
Data Analysis	9
PART TWO: REPORT AND DISCUSSION OF FINDINGS BY GRADE LEVEL	10
Interpretation of Data	11
Kindergarten: Report, Conclusions, Recommendations	12
Grade One: Report, Conclusions, Recommendations	23
Grade Two: Report, Conclusions, Recommendations	34
Grade Three: Report, Conclusions, Recommendations	41
Grade Four: Report Conclusions, Recommendations	49
Grade Five: Report, Conclusions, Recommendations	60
Grade Six: Report, Conclusions, Recommendations	70
PART THREE: COMPOSITE REPORT (K-6), CONCLUSIONS, RECOMMENDATIONS	79
REFERENCES	94
APPENDIX A	95
APPENDIX B	100
APPENDIX C	122

A CONSENSUAL VALIDATION OF ELEMENTARY SOCIAL STUDIES OBJECTIVES, TECHNIQUES, AND MATERIALS

PART ONE: OVERVIEW

Introduction

The past years have seen much concern demonstrated regarding the effectiveness of the elementary social studies curriculum, teaching techniques, and materials in developing young citizens who function adequately in meeting their personal and society's needs. New programs have been produced, disseminated and, alternately, touted and derided, but no clear consensus has emerged regarding how social studies can be effectively taught on the elementary (K-6) level.

How elementary social studies should be taught is too often prescribed by people not presently working directly with children in an elementary school setting. It is commonly accepted that the pre-school and elementary school years of a child's life lay the basis for long-term attitude and value formation as well as individual life style. It is, therefore, imperative that our social studies goals be clear and precise, and that our teaching methods be effective. With this thought in mind, the practicing classroom teacher is a necessary source of input in research efforts which result in recommendations for improvement in these areas.

Purposes of the Study

The purposes of this study were to determine how practicing teachers in Iowa think social studies should be taught at the elementary (K-6) levels, and to identify how they view the objectives of elementary social studies. Practical knowledge concerning teacher judgment of curricular content was obtained through an earlier study by this investigator. This study, which investigated the "What should be taught?" aspect of the elementary social studies curriculum, found a strong indication that respondents felt the aspects of "how" and "why" social studies is taught to be equal to, or even more important than the "what" that is taught. Some confusion and/or difference of opinion regarding the goals and values of social studies at these levels was also noted (1).

This study represents a step toward recommendation. It looked for consensus. If there is little or no degree of consensus, we face the question, "Why include social studies in the elementary curriculum?" Should consensus be apparent, we ask, "How can we assist teachers in acquiring and using the techniques most appropriate in elementary social studies," and "How can we assist social studies teachers in clarifing their purposes in teaching social studies at the elementary school level?"

Further research effort will then be needed in such areas as:

1. identification of changes which should be made in the preparation of elementary teachers,

2. identification of the skills, understandings, and attitudes/appreciations the schools should attempt to develop through the social studies curriculum at each grade level, and

3. determination of whether the findings from this Iowa-based study are typical of the state of elementary social studies throughout the United States.

Related Research and Rationale

A recent (Fall 1975) ERIC search revealed no existing instrument on which a survey such as this could be based. There were, however, reports in journals and other educational publications which suggested that the stated problem is one of widespread concern. Much professional effort has been recorded in such areas as (1) inquiry teaching, (2) the philosophy of new social studies programs, (3) the need for clarification of objectives, and (4) new approaches to the teaching of social studies.

The most pertinent of these to this study included an analysis of the Penn State-Bucknell study, in which the preference and performance of teachers were used to determine what competencies effective social studies teachers must have. While related to this study, it focused on individual teaching competencies rather than on purposes and curriculum objectives. (4)

A study by Nick Kostiuk (5) described the use of a checklist as an appropriate instrument to determine teacher needs and interests in social studies programs as a basis for planning in-service workshops. The focus on social studies programs makes the Kostiuk study of limited value for the purposes of this study, but the use of a formal instrument is this general area is an indication of the presence of attempts to measure factors related to this investigator's interest and concern, and reinforces the need for such studies.

In addition to the above two studies are numerous articles of general interest describing methods, techniques, and strategies employed by teachers exploring limited, specific topics within the general social studies curriculum. Much emphasis in this literature has been devoted to such factors as values, interpersonal relations, new programs, educational games and simulation. Among the more pertinent of such studies are those by Wickman (10), Campanella (3), Yawkey (11), and Watson (9). The major value of such reports is the insight they furnish as to the breadth and depths of the current areas of concern regarding social studies goals and instruction.

General Procedure

This study was implemented during a selected period of the 1976-77 academic year and employed the survey instrument, Inventory of Social Studies Objectives, Techniques, and Materials, developed by the investigator. Content validity for the Inventory was based on the following:

1. Instrument items were revised several times on the basis of suggestions by experts in the field (Dr. William A. Hunter, Director of Research Institute for Studies in Education (RISE), and Dr. Jack Menne, Director of Test and Evaluation Services, both of Iowa State University).

2. Items were further revised after a practicing teacher from each of the grade levels at which the instrument was to be used critiqued a rough draft of the Inventory.

3. Additional revisions in format and wording were made after the Inventory was critiqued by and discussed with Dr. Shirley Stow, Curriculum Director and former Department Head for Social Studies, West Des Moines Public Schools, West Des Moines, Iowa.

4. The Inventory was then field tested by the elementary faculty of the West Des Moines Public Schools in May 1976 and final revisions made.

The Inventory was completed by 625 consenting experienced teachers from a selected sample of the 448 Iowa school districts. An elementary principal or curriculum director in each participating district acted as liaison between the investigator and the participating teachers. An appropriate analysis of data was made under the direction of Dr. Jack Menne, Director of Test and Evaluation Services, Iowa State University.

Guidelines, Limitations, and Definitions

Guidelines

The following guidelines were used in identifying and categorizing the school districts in Iowa from which the sample was drawn. Appendix A may be referred to for further information related to these guidelines.

1. Using enrollment categories established by the U. S. Department of Health, Education and Welfare for the Elementary-Secondary General Information Survey (ELSEGIS) (8) and adapted by the investigator to reflect Iowa school enrollment, all Iowa School districts were categorized by size. The 1975-76 issues of the Iowa Education Directory (7) and Data on Iowa Schools (6) were used as sources of enrollment figures. The enrollment categories used in this study were:

   A. 5000 or more students in the district
   B. 2500 - 4999 students in the district
   C. 2000 - 2499 students in the district
   D. 1000 - 1999 students in the district
   E. 300 - 999 students in the district
   F. Under 300 students in the district.

2. All districts in Categories A, B, C, and F were invited to participate in this study. Twenty-five percent of the Districts in Category D and fifty percent of the districts in Category E were randomly selected for contact.

3. Varying numbers of teachers per grade level (K-6) were requested as participants from the school districts which agreed to participate in this study: five teachers per grade level in Category A districts, three teachers per grade level in Category B and C districts, two teachers per grade level in Category D and E districts, and one teacher per grade level in each district in Category F. Due to shrinking enrollment at the elementary levels and the requirement of experienced teachers as participants, many districts could not meet this participation level.

4. Category sizes, percentage of districts in each category chosen for contact, and number of teachers per grade level requested were selected as described in Appendix A with the purposes of obtaining (a) an adequately balanced rural-urban sample, (b) an adequately balanced geographic sample, and (c) a cross-section of school sizes.

Limitations

The following design limitations are inherent in the study.

1. Class structure was considered indirectly. On the basis of findings from the investigator's recent (1975-76) social studies curriculum study (2), it was assumed that the various types of class structure would be represented in approximately the same percentages as found in that study. Those percentages were: self-contained classrooms - 67%, departmentalized or semi-departmentalized classrooms - 13%, open space/team taught classrooms - 9%, and Individual Guided Education (GE) or other "individualized" programs in classrooms - 12%

2. Metropolitan and non-metropolitan characteristics of the districts were also indirectly considered, the enrollment size of the district assumed to be an indication of this factor.

3. All participating teachers were expected to have a minimum of three years of teaching experience and to have consented to complete the Inventory. For the purposed of this study, it was felt that experienced teachers were necessary for valid results, and that more realistic data would result when participants were volunteers.

Definitions

The major definitions of importance in this study relate to the role of the investigator, the liaison person, and the teacher-participants. These roles are defined below.

1. Investigator. The investigator:

   a. made contact by letter with an appropriate liaison person in each of the districts selected for participation for the purposes of obtaining permission to conduct the study in the district and to identify the number of potential teacher-participants.

   b. made all materials necessary for the implementation of the study available to the liaison persons in the districts which elected to participate in the study.

   c. ensured no monetary involvement by participants.

   d. maintained the individual anonymity of teacher-participants.

2. Liaison person. The liaison person:

   a. identified potential teacher-participants in the districts which agreed to participate, and ordered the number of survey instruments needed.

   b. handled all materials connected with the study which the investigator supplied, i.e., distributed material to participants, collected completed materials, and returned materials to investigator.

3. Teacher-participant. The teacher-participant:

   a. agreed to participate in the study by verbal agreement with the liaison person.

b. identified self as having a minimum of three years of teaching experience, or, in a few cases at each grade level, as having had other experience which qualified this teacher as a participant.

c. completed and returned the Inventory to the indicated liaison person within the time limits set by this person.

Note: Teachers with a minimum of three years of experience were desired for this study. Because of the high interest of a few less-experienced people, they were allowed to participate. Their returns were examined for distinct differences from more experienced people's responses due to lack of experience and discarded if necessary.

Time Schedule and Sample

Preparation of introductory materials and initial contact by letter or phone with districts invited to participate in this study was conducted during September-October. Positive responses regarding participation were received from 71 of the 250 districts invited to participate, and materials were prepared for distribution to these districts. The number of participating districts was less than anticipated due to (1) smaller elementary enrollment in a number of districts than anticipated from the Directory figures, which resulted in a smaller teacher pool than expected in many districts, (2) fewer teachers with three or more years of experience than expected in many districts, (3) involvement of districts in new progtams, negotiations, etc, which made them unwilling to participate in a research study at the time.

During January-February of 1977 participants completed and returned the Inventory during a one-two week period chosen by the liaison person in the district. Completed returns were received from 67 kindergarten teachers, 99 first grade teachers, 110 second grade teachers, 117 third grade

teachers, 122 fourth grade teachers, 104 fifth grade teachers, and 106 sixth grade teachers. Thus, the total sample size was 625 participants from 71 school districts in 50 Iowa counties. The number of participants per district was as low as one and as high as 35. The list of participating districts and counties may be found in Appendix A.

Data Analysis

Standard questionnaire analysis technique (mean, median, variance, standard error of means, etc.) was used for the analysis of responses. The dispersion of responses, as well as indicators of central tendency, was the foci for the interpretation of results. A factor analysis conducted on the grade four responses indicated a larger sample at that level or the inclusion of more grade levels was needed for meaningful interpretation. When further analysis was made, grouping levels K-4 together, similar findings resulted. Therefore, no further statistical analysis of this type was attempted.

PART TWO: REPORT AND DISCUSSION OF FINDINGS BY GRADE LEVEL

Guidelines for Interpretation of Report

This report will discuss by grade level the responses of participants to the questions contained in the Inventory of Social Studies Objectives, Techniques and Materials, the instrument used in this study. A copy of the instrument may be found in Appendix C. For the purpose of discussion, items with a strong relationship have been grouped together in the grade level reports. In general, they fall into the following areas:

Basic social studies information
- objectives (Question 1)
- approaches (Questions 2, 3, 4, and 6)
- formats and guidelines (Questions 5, 7, 8, 9, 10, and 11)
- importance (Questions 20-24)

Classroom organization and teaching roles (Questions 12, 13, 14, 18, and 25)

Strategies/materials, sharing, and evaluation forms (Questions 15, 16, and 17)

Unit design (Questions 26-30)

Expressed inservice needs (Question 19)

When noting mean-rating and percentages referred to in the discussion of participants' responses, it is important to know that in some cases participants did not answer all of the questions in the Inventory or, at times, answered questions only in part. In the majority of cases this failure to answer may be interpreted as lack of knowledge or experience regarding the area pinpointed by the question, inability to make a specific choice among alternatives when such was requested, or unwillingness to

respond to a question which necessitated revealing a personal bias. The averages and percentages reported reflect the responses of those who did record an answer to a specific item or question, excluding those who did not respond, answered in such a way that their response did not answer the question being asked, or answered in a way which could not be meaningfully coded. Written comments accompanied some of the questions and were noted by question and by grade level for interpretation and inclusion in the report where appropriate. A general listing of the written comments by question and grade level may be found in Appendix B. The number of these comments relative to the total number of participants was very small.

Therefore, all percentages and means given do not necessarily reflect responses from the total number of participants at any grade level. They do reflect the responses of those who responded to the items, in most cases 90% or better of the participants.

Interpretation of Data

Any mean score given in this report is to be interpreted as the level of consensus of the group who responded to the item at a particular grade level. For the purposes of this study, a level of consensus represented by a mean score of 4.50 or better indicates that participants put a high value on the item, objective, strategy, etc. A mean-rating of between 3.00 and 4.49 indicates a consensus that the item is of moderate value, approaching a high value the closer it is to 4.49. A mean-rating below 3.00 indicates a mean consensus of low or even negative value placed on the item, objective, strategy, etc. by respondents.

The grade level discussions of the responses to the Inventory items will be followed by a report on composite scores K-6 which will indicate, similar to the grade level reports, the degree of consensus on Inventory items existing across grade levels.

In addition to the tables within the grade level discussions, the Appendices may be consulted for composite tables detailing the responses to each item in the Inventory, background information regarding the sample population, counties and districts represented, and a copy of the instrument which was the basic tool used in this study.

Kindergarten: Report, Conclusions, Recommendations

Sixty-seven kindergarten teachers participated in this study. The average years of experience represented was 15.19 with a range of from 1-40 years. The average age of participants was 41.78 years with a range of from 23-64 years. As Table 1 indicates, there was a good balance of age and experience represented in the sample.

Table 1. Age and Experience Groupings - Kindergarten

Age in years	Number	Experience in years	Number
22-30	14	5 or less	12
31-40	17	6-10	14
41-50	15	11-15	11
51-60	13	16-30	19
over 60	4	over 30	6

Participants were initially asked to rate the importance of items identified in the literature as areas to be developed through the elementary social studies program. These items represent broad objectives

of social studies which contribute to the development of effective, self-actualized people - the overall goal of this area of curriculum which strives to study man and his many relationships to other men and to nature. The mean scores shown in the table below indicate most areas were rated by these kindergarten teachers as only average in importance, when using the 4.50 level as a cut-off point. The items they identified as highly important to children at this age level relate chiefly to the self in relation to society. This viewpoint is one which may well be expected at this level where teachers are particularly concerned with initiating the child into knowledge of self, and understanding of his value as an individual and his "role" in society. The majority of the items in this question received ratings of 4.00 or over, but items relating to practical skills and subject matter knowledge were considered as having little importance at this level. While consistent with the goals of a good start in personal knowledge and self-concept, it appears a bit short-sighted not to value practical skills and subject matter knowledge a bit higher as they are tools through which children can build self-concept, and because children of this age take pride in knowing "things" as well as having endless curiosity. Though concentration on subject matter and practical skills for their own sake would be out of place, using them as a vehicle would be desirable, helpful, and important in laying a base and developing a positive attitude toward areas to be more fully developed in later elementary years. Children have proven themselves both capable and interested in involving themselves in "knowing things" and "doing things" when these areas are presented informally and without pressure.

It would seem that social studies would be an excellent avenue of approach to such areas at the kindergarten level.

Table 2. Areas to be developed through social studies

Areas	Mean-rating*
Concept formation	4.08
Subject matter knowledge	3.54
Democratic values	4.35
Ethical/moral values	4.52
Personal values	5.18
Social values	5.03
Decisions making	4.23
Problem solving	4.12
Practical skills	2.26

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

Consistent with the response to the questions discussed above, kindergarten teachers rated a child-centered, inductive approach considerably higher than a subject matter-centered, deductive approach, and also indicated their preference was for either a correlated or integrated curriculum in social studies. Similarly, an interdisciplinary approach was favored by 79% of the respondents, while only 21% preferred a multidisciplinary approach. However, respondents choosing the multidisciplinary approach appeared to feel more strongly about their choice. Table 3 details the mean-ratings given these items.

Format and guidelines which are factors in an effective social studies program were also presented to the participants. At this level teachers rated a curriculum form which reflected the U.S. and its cultural

Table 3. Philosophy, Approach, and Organization Preferences of Kindergarten Teachers

	% using this basis	Mean-rating*
Philosophy		
a. child-centered		5.16
b. subject matter-centered		2.45
Approach		
a. an inductive approach (discovery/inquiry) many examples presented through experiences, child draws conclusion or identified "rule" after multiple experiences	79%	4.31
b. a deductive approach teacher presents rules or generalization, child shows understanding by application to appropriate situations	21%	4.73
Organization		
a. separately from other areas of the curriculum	2%	4.83
b. correlated with other areas of the curriculum	40%	4.89
c. integrated with other areas of the curriculum	40%	5.06
d. taught on an incidental basis only (no organized program)	18%	5.80

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

backgrounds highest of the three forms suggested, but rated even higher the choices they wrote in. In almost 100% of the cases where an alternative form to those given was suggested, the suggestion centered around home, family, school, neighborhood - topics familiar to the child. It should be noted that these topics would "fit" under any of the curriculum forms suggested in the Inventory, which may indicate a possible misinterpretation of the question.

None of the usual formats historically and currently proposed as appropriate for presenting social studies material was rated at or above 4.50 at this grade level, though the postholing format received a higher mean-rating than the other formats. Similarly, there was little interest by teachers in working with any of the social science disciplines - a surprising result since these people earlier rated personal growth and social items at a high level, and both sociology and social psychology would seem to offer concepts which would have a strong bearing on the social studies program at the kindergarten level. In addition, 84% of those responding indicated they felt a number of social studies disciplines should form the base for the social studies program at their level.

When identifying materials considered most helpful in implementing the social studies program, kindergarten teachers rated the use of the unit study and audio-visual materials highly. This is a consistent finding relative to building and implementing programs which address the needs of children through appropriate types of materials. This same emphasis was noted in teacher identification of the guide which should

be most influential in determining curriculum framework. In fact, there was a somewhat disquieting emphasis on teacher preference as the preferred influential guide. This investigator views that response as an invitation to disintegration of meaningful sequence in curriculum if the respondents truly meant their preference should totally determine curriculum content. However, if they meant the teacher should have freedom to exercise his judgement within a broad established framework to meet individual needs, the response seems appropriate. Unfortunately, the format of the instrument and question does not allow this clarification to be made. The local curriculum guide was the second most highly rated choice in this area, and more closely reflects what experts in the field both recommend and stress. Table 4 illustrates the mean-ratings given the items discussed above. In addition it notes the percent choosing a particular response to questions where the teacher was requested to choose and to rate only one of the given choices.

Several questions in the Inventory were directed toward determining the importance social studies had at their grade level for the responding teachers. At the kindergarten level, an average of seventeen minutes per day is spent on social studies, though many teachers indicated they spent only 5-10 minutes in direct teaching of the area while other suggested they stress social studies concepts throughout the day with no specific social studies period used. In 99% of the cases, these teachers felt social studies should be used as a vehicle to teach skills, understandings, and attitudes/appreciations introduced through other subject areas as well as being taught as a subject in itself. Twenty-eight percent of

Table 4. Value of Curriculum Formats, Approaches, Base Material, Guidelines, and Social Science Disciplines

	% using this basis	Mean-rating*
Form of curriculum preferred		
a. topics limited to U.S. studies	9%	4.83
b. topics including a world-wide factor (global awareness)	26%	4.89
c. topics including studies which reflect U.S. cultural backgrounds and the U.S.	23%	5.06
d. other _____	42%	5.80
Basis for social studies program		
a. the program is based only on history and geography	2%	1.00
b. the program is mainly based on history and geography, but makes use of concepts from other social sciences to a minor degree	14%	4.38
c. a number of social science disciplines (chosen by how appropriately they relate to the concepts to be taught) form the basis of the program	18%	4.85
Appropriate forms of approach to social studies areas		
a. area studies (i.e., the Appalachians, the Corn Belt, etc.)		2.06
b. postholding (studies center around significant events, significant eras, or some other agreed-upon factor)		3.68
c. survey studies (i.e., U.S. History, South America, etc.)		1.59
d. conceptual schemes (e.g., Man is interdependent)		3.53
e. problems and problem solving (e.g., Why is Canada important to the United States?)		2.34
f. biographical studies (e.g., the effect of Edison's accomplishments on the development of our society)		2.17

Table 4. Continued

	% using this basis	Mean-rating*
Effectiveness of base materials		
a. units used as a base		4.88
b. textbooks used as a base		1.62
c. trade books used as a base		1.67
d. audio-visual materials used as a base		4.78
e. commercial or teacher-made kits used as a base		4.14
f. other _____		
Importance of guides in determining social studies framework		
a. national guidelines (as implied through federal legislation, funding, projects, etc.)		2.32
b. state curriculum guides		3.23
c. local curriculum guides		4.25
d. commercial curriculum guides		2.32
e. the textbook in current use by the district		2.21
f. the individual teacher's preference		4.54
g. other _____		4.18
Appropriateness of social science disciplines as unit bases		
a. history		3.45
b. geography		3.43
c. political science		2.18
d. social psychology		3.22
e. economics		2.60
f. anthropology		2.31
g. sociology		3.77

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

the respondents said they frequently used social studies in this way, while another 54% indicated they used this approach most of the time. Sixty-five percent of these teachers felt that social studies was an area of major importance in the kindergarten, while 35% did not. Of those who did not feel social studies was presently important at this level, 91% indicated they felt it should not become important in kindergarten curriculum.

The classroom organization most commonly identified in the sample (88%), and most highly mean-rated (4.84), was the self-contained classroom. Two percent of the rooms were semi-departmentalized, five percent were open space, and six percent were considered to be team taught. Most teachers appeared to rate highest the form or forms with which they had experience.

Teachers were asked to rate a list of materials and activities used to develop skills, understandings, and attitude/appreciations associated with elementary social studies education. These twenty-four items were chosen to "cover the waterfront" as to types of materials and activities. Of these items, only five were rated at or above 4.50 by kindergarten teachers, and four more were rated between 4.00 and 4.49. (See Composite Table, Appendix B for all ratings.) The items rated most highly were educational games, role playing, field experiences, discussion, and film/filmstrips. Those items in the second most highly rated range of consensus were commercial books, observational activities, resource people, and posters. These ratings appear to indicate a variety of activities stressing oral activity by children - their chief mode of response at this

level - as well as some development of thinking skills through observation. It would seem desirable if emphasis was also to be placed on other thinking-type activities in a non-written form, such as exercises in critical thinking and problem solving.

Most kindergarten teachers in this sample use whole class discussion almost exclusively as their means of sharing knowledge among children. Small group discussion was rated above 4.00 but below 4.50, as were the suggestions written in by respondents. Among these suggestions were use of teacher-made material for illustration purposes and drawings by children. The remaining suggestions made fell under some form of discussion.

As might be expected, evaluation of children's efforts focused on teacher observation, which was mean-rated at 5.32. No other suggested form of evaluation was rated much higher than 3.50, and most were under an average mean-rating of 3.20.

Those teachers in the sample who used a unit format to teach social studies were asked to respond to Part III, Questions 26-30, of the Inventory. These questions define a theoretical design for unit work. Referring to Table 5 we see some unit parts are being taught in much the same way as the model suggests, while others are handled differently. It is likely that the unit form used by the teacher is a direct result of a combination of the teacher's initial training and adaptations derived from teaching experience. For example, a number of respondents commented that their units often lasted longer than the one week recommended by the model format.

Table 5. Unit Development - Kindergarten

Unit parts	% responding Yes	No
a. Units are presented in the form of a problem to solve.	36	64
b. Units length is one week.	82	18
c. Units are introduced through a variety of materials and activities which develop a common body of basic knowledge about the study in general, and which motivate children toward in-depth study.	95	5
d. The developmental period of the unit consists of in-depth study carried out using whole class, small group, and individual study of various facets, factors, and sub-problems needed to help solve the overall unit problem.	37	63
e. Culmination of the unit draws together the expertise and knowledge developed by the individual children through their unit study. It allows them to (1) share their knowledge, (2) round-out their knowledge of the total problem, (3) arrive at one or more tentative solutions to the unit problem, and (4) indicate areas of further study by interested individuals.	73	27

To obtain some idea of felt needs in the area of social studies inservice by practicing teachers, a number of avenues for self-improvement were suggested. The Composite Table in Appendix B details the choices made. The most highly rated was that of the idea- and activity-based workshop. Seventy-nine percent of the respondents indicated this would be their first choice for inservice.

Although both conclusions and recommendations were noted throughout this discussion of the responses of kindergarten teachers to the Inventory

questions, the following items may be appropriately stressed at this time.

1. The responses reflected the major concern of these teachers with socialization, self-knowledge, and self-concept, but they tended to lack sufficient emphasis on the type of background experiences on which to later build competence in such areas as subject matter information and practical skills.

2. There appears to be a degree of antagonism toward social studies at this level, as it is looked upon as competition with reading for time. Teachers do not appear to see that social studies could be a helpful and valuable avenue to assist in developing the areas for which they express concern and dedication.

3. The majority of teachers do feel a need for greater proficiency in the area of social studies.

It would seem desirable to work with kindergarten teachers to expand their horizons toward better understanding of the goals of social studies, how these goals relate to their students, and how they can be effectively implemented in the very limited time they have to work.

Grade One: Report, Conclusions, Recommendations

Of the ninety-nine first grade teachers who participated in this study, 99% were female and 1% were male. The average age was 40.96 years and the average number of years of teaching experience 14.55 years. The range of age and experience represented is noted in Table 6 below.

Participants rated few of the areas identified for development through social studies above a mean of 4.50. These areas - concept formation, democratic values, ethical/moral values, personal values, and social values - mirrored the concerns evidenced at the kindergarten level, but began to branch out into making some acquaintanceship with matters

Table 6. Age and Experience Groupings - Grade One

Age in years	Number	Experience in years	Number
22-30	27	5 or less	22
31-40	19	6-10	16
41-50	22	11-15	19
51-60	17	16-30	31
over 60	8	over 30	7

other than those specifically related to individual self-concept. In addition, some concern with other types of thinking skills was evidenced through rating both decision making and problem solving above 4.50, although little emphasis was placed on subject matter knowledge or practical skills. Specific mean-ratings for each item are noted in Table 7.

Table 7. Areas to be Developed Through Social Studies

Areas	Mean-rating*
a. concept formation	4.63
b. subject matter knowledge	3.72
c. democratic values	4.52
d. ethical/moral values	4.60
e. personal values	4.86
f. social values	4.84
g. decision making	4.34
h. problem solving	4.26
i. practical skills (global skills)	3.17

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

First grade teachers, similar to kindergarten teachers, rated a child-centered, inductive approach to a curriculum either correlated or integrated with other curriculum areas highly (above 4.50). There

appeared to be little difference in the mean-ratings whether an interdisciplinary or a multidisciplinary approach was used. However, although the mean-ratings were similar, 84% of the respondents chose an interdisciplinary approach while only 16% chose a multidisciplinary approach.

All suggested curriculum forms received high mean-ratings at this grade level. However, the one chosen by 49% of the respondents was that which included a global awareness factor. Again, the highest mean-rating of all was expressed by the 18% of the respondents who suggested other curriculum forms, most of which centered on individual and hone/school/community life - the child's immediate environment - and which could be developed through any of the three forms suggested for curriculum development. Table 8 indicates the responses by the group.

First grade teachers, similar to kindergarten teachers, did not rate any of the formats for social studies programs about the 4.50 level, although the conceptual schemes format was rated about 4.00. See Table 10 for all mean ratings of this item. They also indicated units as a basic resource for implementing the social studies program to meet local, state and national goals to be most satisfactory of the choices given, and felt local curriculum guides should be the most influential guide for determining the framework of the local social studies curriculum.

Eight-eight percent of the respondents felt their program should be based on a number of different social science disciplines, rather than being centered only in history/geography. However, none of the social science disciplines listed received mean-rating above 4.00 from these teachers, and most mean-ratings were between 3.34 and 3.76, i.e., as

Table 8. Philosophy, Approach, and Organization Preferences of First Grade Teachers

	% using this basis	Mean-rating*
Philosophy		
a. child-centered		4.89
b. subject matter-centered		3.62
Approach		
a. an inductive approach (discovery/inquiry) many examples presented through experiences, child draws conclusion or identifies "rule" after multiple experiences		4.86
b. a deductive approach teacher presents rules or generalization, child shows understanding by application to appropriate situations		3.30
Organization		
a. separately from other areas of the curriculum	9%	2.57
b. correlated with other areas of the curriculum	59%	5.16
c. integrated with other areas of the curriculum	31%	4.89
d. taught on an incidental basis only (no organized program)	-	1.76

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

Table 9. Curriculum Form Preference - Grade One Teachers

Form of curriculum preferred	% rating item	Mean-rating*
a. Topics limited to U. S. studies	15%	4.79
b. Topics including a global-awareness factor	49%	5.00
c. Topics including studies reflecting U. S. and its cultural backgrounds	17%	4.94
d. Other Suggestions	18%	5.72

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

being only moderately appropriate for this grade level. To some degree, the inability or failure of teachers to relate the individual disciplines to the basis for the social studies program which they espouse is contradictory and confusing. If a number of social science disciplines should be incorporated into the curriculum through being the basis for various social studies units, why are the various disciplines from which the unit concepts are to be drawn viewed as inappropriate for the grade level?

Some increase in the average time spent on social studies per day - from approximately 17 to 23 minutes - is seen from kindergarten to first grade. Ninety-nine percent of the responding reachers viewed social studies as a possible vehicle for furthering other skills and 77% said they used it to do so either frequently or most of the time. However, only 56% of those responding felt it to be an important area of the curriculum. Of the 44% who did not feel social studies to be important at the first grade level, 85% indicated they did not feel it should be important. Most written comments indicated the stress should be or must be on reading and,

Table 10. Ratings of Social Studies Formats, Base Materials and Guidelines - Grade One

	Mean-rating*
Appropriate forms of approach to social studies areas	
a. area studies (i.e., the Appalachians, the Corn Belt, etc.)	2.68
b. postholing (studies center around significant events, significant eras, or some other agreed-upon factor)	3.46
c. survey studies (i.e., U.S. History, South America, etc.)	2.10
d. conceptual schemes (e.g., Man is interdependent)	4.20
e. problems and problem-solving (e.g., Why is Canada important to the United States?)	2.86
f. biographical studies (e.g., the effects of Edison's accomplishments on the development of our society)	2.56
Effectiveness of base materials	
a. units used as a base	4.65
b. textbooks used as a base	3.46
c. trade books used as a base	2.22
d. audio-visual materials used as a base	4.42
e. commercial or teacher-made kits used as a base	3.85
f. other _____	4.00
Importance of guides in determining social studies framework	
a. national guidelines (as implied through federal legislation, funding, projects, etc.)	2.54
b. state curriculum guides	3.11
c. local curriculum guides	4.67
d. commercial curriculum	2.43
e. the textbook in current use by the district	3.70
f. the individual teacher's preference	3.41
g. other _____	4.00

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

Table 11. Ratings of Preferred Program Basis and Individual Disciplines

	% using this basis	Mean-rating*
Basis for social studies program		
a. the program is based only on history and geography	3%	1.33
b. the program is mainly based on history and geography, but makes use of concepts from other social sciences to a minor degree	9%	4.86
c. a number of social science disciplines (chosen by how appropriately they relate to the concepts to be taught) form the basis of the program	88%	4.86
Appropriateness of social science disciplines as unit bases		
a. history		3.34
b. geography		3.86
c. political science		2.59
d. social psychology		3.76
e. economics		3.43
f. anthropology		2.69
g. sociology		4.00

*Mean rating at or above 4.50 needed to indicate at high level of consensus/importance attached to the item.

possibly, numbers. For the most part, teachers at this level do not appear to view social studies as having the potential to assist in developmental reading and number skills.

The organization of the classroom and the role of the teacher predominently plays seemed clearly defined in the minds of the respondents, although some teachers would not commit themselves to choosing only one role as being their major mode of operation. The highest-rated roles were as resource person or facilitator at this level. Over 70% of the

respondents identified one of these two as their predominent role. Most classes were self-contained in nature, and this organizational form was mean-rated 4.76 in effectiveness. As seen earlier, in the discussion of the responses by kindergarten teachers, most preferred to work with whole-class work, and rated it higher than small group or individual work. Similarly, the respondents seemed to find both interest group work and learning center assignments about equally valuable to them. (See the Composite Table in Appendix B for complete information.) The classroom teacher was rated as much more effective in teaching social studies than a specially trained teacher or a combination of classroom and special teacher.

Table 12 indicates the mean-rating of each material or activity type which teachers were asked to consider. Identified as being most effective at the first grade level by a mean-rating of 4.50 or better were role playing, field experiences, discussion, resource people, and films/filmstrips. One can see the continuing emphasis on oral and visual materials/activities, as well as a failure to recognize the need for consciously laying background in a variety of specific thinking skills. Activities/materials rated moderately high (mean-ratings of 4.00-4.49) were educational games, simulation games, commercial books, observational activities/and posters. These choices parallel quite closely the ratings found at the kindergarten level, and are items which might be expected to be rated thus at this level since children's reading and writing skills are relatively minimal.

First grade teachers found whole class discussions and skits or role-playing to be especially effective at this level in helping children

Table 12. Activity and Material Mean-Ratings - Grade One

Activity/Material	Mean-rating*
a. educational games	4.45
b. simulation games	4.06
c. role playing	4.96
d. sociodrama	3.86
e. field experiences	4.81
f. cartoons	3.47
g. models	3.76
h. case studies	2.20
i. library/commerical books	4.35
j. commercial kits	3.78
k. discussions	4.89
l. checklists	2.03
m. questionnaires	1.68
n. worksheets	3.01
o. unit study guides	3.39
p. paper and pencil tests	1.79
q. observational activities	4.28
r. text study	2.79
s. independent reading assignments	1.82
t. resource people	4.82
u. posters	4.08
v. exercise for critical thinking	3.37
w. exercises for problem solving	3.48
x. films and filmstrips	5.30

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

to share what they have learned. Suggested evaluation devices and instruments, other than teacher observation received low mean-ratings. (See Composite Table, Apprendix B.)

Those first grade teachers who used a unit format for their social studies program seemed to follow the model presented in Questions 26-30 of the Inventory somewhat more closely than was seen at the kindergarten level, with the exception of the way the topic was presented. Less than

half of the teachers indicated that units were presented as problem to solve. Table 13 indicates the percentage of yes or no responses to each of the unit model.

Table 13. Unit Development - Grade One

Unit parts	% responding Yes	No
a. Units are presented in the form of a problem to solve.	40	60
b. Units usually last approximately one to three weeks at first and second grade levels	93	7
c. Units are introduced through a variety of materials and activities which develop a common body of basic knowledge about the study in general, and which motivate children toward in-depth study.	84	16
d. The developmental period of the unit consists of in-depth study carried out using whole class, small group, and individual study of various facets, factors, and sub-problems needed to help solve the overall unit problem.	65	35
e. Culmination of the unit draws together the expertise and knowledge developed by the individual children through their unit study. It allows them to (1) share their knowledge, (2) round-out their knowledge of the total problem, (3) arrive at one or more tentative solutions to the unit problem, and (4) indicate areas for further study by interested individuals.	77	23

Approximately 80% of the teacher-participants indicated they used some type of unit format.

Inservice needs expressed by first-grade teachers closely paralleled those of kindergarten teachers. Eighty-two percent of those responding to

the item valued most highly an idea- and activity-based workshop in meeting their needs. Appendix B contains the mean-ratings given the other possible inservice approaches.

For the most part, the viewpoints of kindergarten and first grade teachers toward objectives, techniques, and materials for elementary social studies at their grade level was remarkably similar and consistent. It appears there may be a "primary" viewpoint which has both strengths and weaknesses in regard to developing and implementing an effective social studies program.

Overall, it would appear:

1. that first grade teachers need experiences which will help them to stretch their horizons regarding the goals and potentials of social studies at this level,

2. that inservice might well concentrate on helping teachers relate a broader range of objectives to the reality of actual capacities of first graders,

3. that workshops could be valuable aids in accomplishing the items mentioned above if they illustrate how to organize and develop materials and activities, and to define the relationship of abstractly written objectives to the day-to-day classroom activities.

Although much of value and worth is occurring at the first grade level, it appears that while the majority of teachers feel social studies is important, they do not know how to incorporate it into their total curriculum without sacrificing the development of crucial reading and number skills. This is frustrating and, possibly, accounts for some of the negative reactions of primary teachers to social studies which have been evident in both this and other studies.

Grade Two: Report, Conclusions, Recommendations

One hundred-ten second grade teachers participated in this study. The age range of this group was from 23-66 years with the average age being 41.44 years. They averaged 14.48 teaching years with a range of from 1-41 years of experience. Table 14 indicates age/experience groupings for these teachers. Ninety-seven percent of this sample was female and three percent male of those who reported this information.

Table 14. Age and Experience Groupings - Grade Two

Age in years	Number	Experience in years	Number
22-30	25	Less than 5	18
31-40	29	6-10	29
41-50	22	11-15	19
51-60	17	16-30	38
over 60	8	over 30	4

Most of these teachers (85%) work in self-contained rooms, about 6% in departmentalized or semi-departmentalized rooms, and 9% in team taught or individualized program rooms.

When rating areas to be developed through social studies, second grade teachers rated all but two at a high level. The lowest mean-rating was given to subject matter knowledge, continuing a tend evidenced throughout the primary levels. However, thinking skills and practical skills were regarding somewhat more highly at this level than at previous levels.

Teachers at this level favored a child-centered, inductive, interdisciplinary approach to social studies over a subject matter-centered,

Table 15. Areas to be Developed Through Social Studies

Areas	Mean-rating*
a. concept formation	4.69
b. subject matter knowledge	3.82
c. democratic values	4.69
d. ethical/moral values	4.88
e. personal values	5.08
f. social values	4.93
g. decision making	4.70
h. problem solving	4.53
i. practical skills	4.16

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

deductive, multidisciplinary approach. More teachers (71%) chose the interdisciplinary basis, although the multidisciplinary basis was rated somewhat higher than the interdisciplinary by the 19% of the sample who chose that basis.

Most teachers (65%) appear to prefer to correlate social studies with other subject areas, and to develop their programs in a way which allows topics to be taught with either an emphasis on global awareness or, at least, a variety of cultural backgrounds. For the first time, we see strong approval of at least one social studies format - conceptual schemes - for presenting the social studies program. See Table 16. Alternate forms for development suggested by respondents are listed in Appendix B.

The social science disciplines, separately and as a group, were rated from low to average in value for second graders. Again, it is difficult to understand why teachers prefer a program based on several

Table 16. Program Organization, Forms and Format - Grade Two

	% using this basis	Mean-rating*
Organization		
a. separately from other areas of the curriculum	9%	2.70
b. correlated with other areas of the curriculum	65%	5.13
c. integrated with other areas of the curriculum	27%	4.64
d. taught on an incidental basis only (no organized program)		1.60
Form of curriculum preferred		
a. topics limited to U.S. studies	11%	5.00
b. topics including a world-wide factor (global awareness)	47%	5.38
c. topics including studies which reflect U.S. cultural backgrounds and the U.S.	28%	5.19
d. other _____	14%	5.57
Appropriate form of approach to social studies areas		
a. area studies (i.e., the Applachians, the Corn Belt, etc.)		3.33
b. postholing (studies center around significant events, significant eras, or some other agreed-upon factor)		3.40
c. survey studies (i.e., U.S. History, South America, etc.)		2.43
d. conceptual schemes (e.g., Man is interdependent)		4.54
e. problems and problem solving (e.g., Why is Canada important to the United States?)		3.39
f. biographical studies (e.g., the effect the Edison's accomplishments on the development of our society		2.96

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

social science disciplines, but rate each discipline relatively low as the basis for a unit of study. The highest mean-rated disciplines were geography and sociology - both between 4.00 and 4.49. All others were rated below 4.00. The Composite Table in Appendix B gives the mean-ratings for each discipline.

Teachers were consistent with kindergarten and grade one participants in rating units as the most valuable basic resource to use in meeting curriculum goals, and to prefer the local curriculum guide as the major guideline for determining curriculum framework. Other suggestions which received high ratings, but which were written in by only a few people, are listed in Appendix B.

The time devoted to social studies continued to rise at this level - probably mostly due to state time requirements. Ninety-six percent of those responding said they felt social studies to be an appropriate vehicle for teaching skills, understandings, and attitudes/appreciations introduced in other areas, and 74% used it in this way frequently or most of the time. Sixty-five percent felt social studies to be important at this level and of those who did not, 94% of that group did not feel it should become important.

As Table 17 indicates, a similar number and type of activities/materials chosen by kindergarten and grade one teachers were rated highly (4.50 or above) by second grade teachers. Emphasis continues on the oral/visual type of material or activity with relatively little emphasis on thinking skills, use of a variety of materials, or anything involving

Table 17. Activity and Material Mean-Ratings - Grade Two

Activity/Material	Mean-rating*
a. educational games	4.50
b. simulation games	4.08
c. role playing	4.60
d. sociodrama	3.90
e. field experiences	4.98
f. cartoons	3.41
g. models	3.81
h. case studies	2.53
i. library/commercial books	4.40
j. commercial kits	3.75
k. discussions	5.05
l. checklists	2.47
m. questionnaires	2.08
n. worksheets	3.18
o. unit study guides	3.55
p. paper and pencil tests	2.15
q. observational activities	4.35
r. test study	3.53
s. independent reading assignments	2.61
t. resource people	4.75
u. posters	3.96
v. exercises for critical thinking	3.69
w. exercises for problem solving	3.79
x. films and film strips	5.24

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

reading or written work. Items previously highly rated continue to be highly rated. Low-rated items continue with low ratings. At this point there does not appear to be specific learning activities or materials especially effective for a specific grade level with the exception of seeing an emphasis on oral and visual work throughout the primary grades.

Teachers at this level felt the most effective device for sharing what was learned was whole class discussion. There appeared to be little

effort made to use a variety of sharing experiences. Similarly, teacher observation continued to be considered most effective as an evaluation instrument or device. Suggestions for evaluation forms not contained in the list, but which were highly rated, are listed in Appendix B.

The regular classroom teacher was considered by the respondents to be the most effective person to teach social studies at the second grade level. At least one-half (53%) of the respondents identified their chief role as that of being a facilitator. Twenty-one percent indicated the role of resource person to be their predominent role. Such responses seem to indicate that while teachers want full control of the social studies program for their students, they do not see themselves as authority figures nearly as much as teachers probably would have a generation ago.

The subgroup of the second-grade sample who use a unit approach to social studies indicated their unit format fits the model format described in Part III of the Inventory more closely than we saw at either the kindergarten or grade one level. Units do not seem to be presented as problems to solve very often, but are usually otherwise developed as the model indicates. If this information may be used as a valid guide, it would appear that units are beginning to be developed in greater depth with more independent student involvement than at either of the earlier levels discussed.

The most popular and highly rated form of inservice chosen by second grade teacher participants continued to be idea- and activity-based workshops. Most teachers appear to be concerned with improving their

Table 18. Unit Development - Grade Two

Unit part	% responding Yes	No
a. Units are presented in the form of a problem to solve.	38	63
b. Units usually last approximately one to three weeks	82	18
c. Units are introduced through a variety of materials and activities which develop a common body of basic knowledge about the study in general, and which motivate children toward in-depth study.	96	4
d. The developmental period of the unit consists of in-depth study carried out using whole class, small group, and individual study of various facets, factors, and sub-problems needed to help solve the overall unit problem.	74	26
e. Culmination of the unit draws together the expertise and knowledge developed by the individual children through their unit study. It allows them to (1) share their knowledge, (2) round-out their knowledge of the total problem, (3) arrive at one or more tentative solutions to the unit problem, and (4) indicate areas for further study by interested individuals.	83	17

competency and prefer short-term, practical types of inservice. This is highly desirable, but it also appears that some form of theoretical work also needs to be done as to some degree the teachers indicated a less than thorough understanding of the objectives of social studies at the elementary level, as well as how to make effective use of a variety of materials and approaches.

In conclusion, the primary levels K-2 appear to have similar strengths and weaknesses, as earlier noted. Recommendations and conclusions for this level would be similar to those noted for kindergarten and grade one. When considering the primary level as a whole the following overall characteristics regarding the teaching of social studies emerge.

1. Teachers are heavily caught up in their responsibility to teach reading and have trouble realizing the benefits social studies can bring to the reading area.

2. Teachers do not feel comfortable with any activity by children which is not directly supervised by themselves - both sharing and evaluation activities. They appear to use a limited range of instruments and devices in sharing and evaluating.

3. Teachers at this level do not appear to completely understand the goals and objectives of social studies, and fail to recognize that many of the things they do are actually social studies activities.

4. Teachers could benefit by inservice which combines the theoretical and the practical so one illustrates the other and provides them with examples of ideas for classroom use.

Grade Three: Report, Conclusions, Recommendations

Of the 117 teachers who comprised the sample at the third grade level, 99% were female and 1% male. A slightly smaller percentage (83%) worked in self-contained rooms at this level compared to lower levels, although this form of classroom organization continued to be by far the most common. Six percent worked in individualized programs, and six percent in a departmentalized or semi-departmentalized program. Fice percent of the rooms were organized on a team-taught basis.

The age range of these teachers was from 24-64, the average age being 41.74 years. They had from 1-38 years of experience, with an average of 15.06 years. Table 19 details the age/experience distribution of this group.

Table 19. Age and Experience Groupings - Grade Three

Age in years	Number	Experience in years	Number
22-30	35	5 or less	20
31-40	17	6-10	25
41-50	21	11-15	15
51-60	23	16-30	36
over 60	9	over 30	12

All areas to be developed through the elementary social studies program listed in Question One of the Inventory were rated above 4.50 with the exception of subject matter knowledge. This item, however, was rated above 4.00 which indicates a greater concern for using and developing subject matter knowledge than was seen at the primary level. Practical skills (mean-rated at 4.78) and teaching for decision making and problem solving were rated more highly as a group at the intermediate level than at the primary level also. (See Table 20.)

Table 20. Areas to be Developed Through Social Studies

Areas	Mean-rating*
a. concept formation	4.59
b. subject matter knowledge	4.02
c. democratic values	4.51
d. ethical/moral values	4.65
e. personal values	4.68
f. social values	4.74
g. decision making	4.63
h. problem solving	4.61
i. practical skills (global skills)	4.78

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to this item.

All approaches to development of the curriculum received high mean-ratings. As noted in Table 21, 54% preferred a curriculum approach which included a global awareness factor, while 21% preferred studies limited to the United States but including study of various cultural backgrounds. A much larger percent (18%) than at earlier grades opted for topics limited to U. S. studies.

Once again, conceptual schemes was the preferred format for the social studies program, with units considered the most valuable base. Only the local curriculum guide was highly rated as a framework for determining curriculum.

Overall, these teachers seemed to place a higher value on the individual social science desciplines than primary teachers, Third grade teachers preferred a program which made use of a variety of social studies disciplines, either in a minor or major way, for unit bases. This continues to raise the question of why teachers rated the use of a variety of social science disciplines highly, but see only a limited value to these disciplines as the basis for one or more units of study. Table 21 contains detailed information on the above items.

In Part II of the Inventory participants responded to items regarding the importance of social studies in the elementary curriculum. The average amount of time spent per day on social studies at the third grade level was 30.17 minutes. This length class period allows for more in-depth studies than at primary level and accompanies greater reading/writing skills students possess and can use relatively independently at this level. Ninety-seven percent of the respondents felt social studies to be an important

Table 21. Curriculum Form, Curriculum Base and Ratings of Individual Disciplines

	% using this basis	Mean-rating*
Form of curriculum preferred		
a. topics limited to U.S. studies	18%	5.00
b. topics including a world-wide factor (global awareness)	54%	5.34
c. topics including studies which reflect U.S. cultural backgrounds and the U.S.	21%	5.38
d. other _____	7%	
Basis for social studies program		
a. the program is based only on history and geography	3%	4.25
b. the program is mainly based on history and geography, but makes use of concepts from other social sciences to a minor degree	28%	4.45
c. a number of social science disciplines (chosen by how appropriately they relate to the concepts to be taught) form the basis of the program	69%	4.87
Appropriateness of social science disciplines as unit bases		
a. history		2.89
b. geography		4.55
c. political science		2.89
d. social psychology		3.68
e. economics		3.36
f. anthropoloty		2.88
g. sociology		4.02

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

vehicle for teaching skills, understandings, and attitude/appreciations from other areas as well as being a major area in itself. Almost three-fourths (74%) used social studies in this way frequently or most of the time. Sixty-seven percent responded that they felt social studies should be an important area at this grade level. Of the 33% who did not think it important, 79% said it should continue not to be important. This represents a slightly more positive view toward social studies than was seen at the K-2 levels.

Both whole class and small group work were quite highly rated at this level, although a majority of teachers continued to prefer whole class work. Interest group work was more highly rated as a valuable variety of group work than was the learning center assignment. As noted earlier, self-contained rooms continued to be most common - and most highly rated - but more people were working in other forms of classrooms at this level than at the primary levels.

Activities and materials highly rated (4.50 or better) were few in number, similar to K-2 responses. However, overall, ratings for items were higher than at the other levels even though not reaching the 4.50 level. This is some indication that teachers are making use of a greater variety of activities and materials than the ratings seem to indicate, but not using them often or finding them particularly effective for their groups. A greater value was placed on such items as thinking skills and one can begin to see written activities mean-rated above the 3.00 level consistently. This probably reflects the better reading and writing ability of children

at this level, although it is not yet a strong trend. Oral/visual activities continued to be rated most highly. Table 22 notes the mean-ratings of the individual activities/materials rated.

Table 22. Activity and Material Mean-Ratings - Grade Three

Activity/Material	Mean-rating*
a. educational games	4.41
b. simulation games	3.93
c. role playing	4.25
d. sociodrama	3.57
e. field experiences	4.91
f. cartoons	3.37
g. models	3.91
h. case studies	2.81
i. library/commerical books	4.35
j. commerical kits	3.71
k. discussions	4.87
l. checklists	3.04
m. questionnaires	2.72
n. worksheets	3.86
o. unit study guides	3.87
p. paper and pencil tests	3.04
q. observational activities	4.18
r. text study	3.92
s. independent reading assignments	3.39
t. resource people	4.82
u. posters	4.08
v. exercise for critical thinking	3.89
w. exercises for problem solving	4.07
x. films and film strips	5.15

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

Much of the sharing of what has been learned continued to be conducted through whole class discussion at this level. Ratings of the other devices were almost all below 4.00, but in reference to K-2 the

mean-ratings showed a generally higher level, which indicates the other forms of sharing listed were being used to a greater degree than they were at earlier levels.

A similar trend begins to appear in the use of evaluation instruments and devices. Teacher observation (mean-rated at 4.87) continues to be the most highly rated evaluation device, but student projects and student-teacher conferences are rated above 4.00, and paper and pencil exercises begin to approach a mean-rating of 4.00. (See Table 23 for details of ratings.)

Third grade teachers felt the classroom teacher to be the one most effective in teaching social studies, but did rate a combination of classroom teacher and special teacher more highly than was done at the primary level. There also appeared to be a tendency to view themselves in a greater variety of roles. Although 45% of the respondents saw their main role as that of facilitator (mean-rated at 4.16), that of co-learner and resource person received ratings of 4.18 and 4.37 by 15% and 11%, respectively, of the respondents.

Of those participants who used a unit approach to social studies, there appeared to be a continuing trend toward conducting units along the model description. Table 24 indicates the percentages of respondents who follow this format. This may well reflect the increased ability of children at the intermediate level to begin to do more abstract thinking, to work in groups more effectively, and to have greater capacity for independent work.

Inservice through idea- and activity-based workshops continued to be the type of inservice considered most valuable by respondents, although small percentages of the respondents rated other forms as at least moderately

Table 23. Sharing and Evaluation Device - Grade Three

	Mean-rating*
Sharing	
a. whole class discussion	5.03
b. small group discussion	4.21
c. panel discussion	2.73
d. other forms of discussion	3.17
e. skits and/or role playing	4.01
f. research reports	3.40
g. programs for another group	3.55
h. child-developed materials for learning centers, etc.	3.77
i. other _____	3.67
Evaluation	
a. pencil and paper tests	3.43
b. pencil and paper games and exercises	3.79
c. teacher observation	4.87
d. student-teacher conference	4.03
e. daily written work	3.24
f. student projects	4.38
g. anecdotal records	3.16
h. other _____	3.38

*Mean rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

valuable. For the first time there seems to be an interest in formal work through classes to build the teacher's content background. This finding may reflect the greater depth of content which begins to appear in social studies at the intermediate level.

Although the overall need for such things as broadening of horizons, better understanding of goals/purposes of social studies, and understanding of how social studies can be used to reinforce other areas continues to be

Table 24. Unit Development - Grade Three

Unit parts	% responding Yes	No
a. Units are presented in the form of a problem to solve.	44	56
b. Unit length is three to four weeks	91	9
c. Units are introduced through a variety of materials and activities which develop a common body of basic knowledge about the study in general, and which motivate children toward in-depth study.	93	7
d. The developmental period of the unit consists of in-depth study carried out using whole class, small group, and individual study of various facets, factors, and sub-problems needed to help solve the overall unit problem.	80	20
e. Culmination of the unit draws together the expertise and knowledge developed by the individual children through their unit study. It allws them to (1) share their knowledge, (2) round-out their knowledge of the total problem, (3) arrive at one or more tentative solutions to the unit problem, and (4) indicate areas of further study by interested individuals.	90	10

evident, it seems that at the third grade level there is a greater interest in and understanding of the part soical studies plays in the total curriculum than at the primary level. Perhaps this is at least partly because teachers at this level are working with areas whose identification as social studies areas is easier to make.

Grade Four: Report, Conclusions, Recommendations

One hundred twenty-two fourth grade teachers responded to the questions in the Inventory. Ninety-four percent were female and 6% male - an

increase in the number of male participants from grade levels already discussed. Their average age was 42.63 years with a range of from 24-64 years. The average length of teaching experience was 15.59 years with a range from 1-41 years. Table 25, which contains age/experience details, indicates a similar balance of age and experience in this portion of the overall sample to that found at the K-3 levels.

Table 25. Age and Experience Groupings - Grade Four

Age in years	Number	Experience in years	Number
22-30	29	5 or less	20
31-40	18	6-10	28
41-50	26	11-15	11
51-60	22	16-30	41
over 60	11	over 30	12

The greatest percentage of the participants (71%) worked in self-contained classrooms, however, 18% were in departmentalized or semi-departmentalized rooms. This, combined with the 11% who worked in team or individualized settings, represents a considerable change from the primary and early intermediate levels where almost every classroom was self-contained.

Fourth grade teachers rated all but one of the areas to be developed through social studies - the exception being subject matter knowledge - above the 4.50 level, and even subject matter knowledge received a rating approaching 4.50. It appears that concern with the broad spectrum of those items considered important in the development of self-actualized, effective people become stronger at the intermediate level than it is at the primary levels. Emphasis continued on personal/social values, but is joined by an

equal or even greater concern for other aspects of curriculum development. (See Table 26.)

Table 26. Areas to be Developed Through Social Studies

Areas	Mean-rating*
a. concept formation	4.77
b. subject matter knowledge	4.38
c. democratic values	4.76
d. ethical/moral values	4.70
e. personal values	4.81
f. social values	4.73
g. decision making	4.76
h. problem solving	4.88
i. practical skills (global skills)	5.19

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

There is also less difference in the mean-ratings concerning the desired balance between a child-centered and a subject matter-centered program, as well as the use of an inductive versus a deductive approach. The curriculum and approaches to it begin to become more inclusive, involve the use of more variety in approach and thinking style, and reflect the greater maturity of the children. Both interdisciplinary and multidisciplinary approaches as a basis for the social studies program received high mean-ratings at this level, but an interdisciplinary approach continued to be favored by the greater percentage of respondents.

Similarly, the form by which the curriculum should be developed at this level does not appear to be a matter of strong feeling on the part of the respondents, as all suggested formats received high mean-ratings. However, the greatest number of raters chose the form which included a global

awareness factor or one in which different cultural backgrounds were studied within the boundaries of the U. S. Table 27 details the information on approach, form, and curriculum base for the fourth grade level, as defined by the participants. The greatest percentage of respondents (65%) preferred a social studies curriculum correlated with other curricular areas, and rated this form or organization above 5.00.

A distinct change from the K-3 levels is seen in the mean-ratings given program formats by fourth grade teachers. Although conceptual schemes (highest rated at several earlier levels) was rated above 4.00, so was the problem and problem-solving approach, thus indicating a feeling that a greater number of program formats were considered effective at this level than were at the primary or early intermediate levels. Area studies was the format rated highest of all (4.66) and had the only mean-rating above 4.50. Such ratings may also be a reflection of the commonly accepted curriculum for fourth grade according to the expanding horizons scope and sequence, which stresses regional studies of some type for the fourth grade level. When considering the mean-ratings given the individual social science disciplines we see a relationship, as both history and geography received high ratings - to be expected if a regional studies curriculum is being used. Other social science disciplines received ratings well under 4.00. Such ratings seem to indicate that though teachers rate an interdisciplinary or multidisciplinary approach highly, they probably make little use of concepts from disciplines other than the traditionally-emphasized disciplines of history and geography. It would appear that lip-service is given the use of a variety of disciplines as

Table 27. Philosophy, Approach and Organization Preferences of Fourth Grade Teachers

	% using this basis	Mean-rating*
Philosophy		
a. child-centered		4.48
b. subject matter-centered		4.04
Approach		
a. an inductive approach (discovery/ inquiry) many examples presented through experiences, child draws conclusion or identifies "rule" after multiple experiences		4.43
b. a deductive approach teacher presents rules or generalization, child shows understaning by application to appropriate situations		4.03
Form of curriculum preferred		
a. topics limited to U.S. studies	14%	5.44
b. topics including a world-wide factor (global awareness)	55%	5.58
c. topics including studies which reflect U.S. cultural backgrounds and the U.S.	31%	4.31
d. other _____	1%	6.00
Basis for social studies program		
a. an interdisciplinary basis (two or more social science disciplines make up the program, but they are blended rather than being presented as separate entities)	68%	4.85
b. a multidisciplinary basis (two or more separate social studies disciplines combined in a program, but retaining their individuality)	33%	5.10

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

the basis for units when the idea is stated in a general way. This emphasis on use of a variety of disciplines, at least on a theoretical level, is reemphasized by the fact that approximately 95% of the respondents noted that use of a variety of disciplines either to a minor degree or as the basis of the program was preferred by them. However, little real implementation of this approach seems to be done - perhaps because teachers do not have the materials, do not feel capable of working with concepts from these disciplines, or do not really plan for other disciplines to be the basis for units. Table 28 shows the mean-ratings for these formats and disciplines.

Whole class work continues to be considered the most effective format for teaching skills, understandings, and attitudes/apprections specific to social studies at this level by the majority of responding teachers. However, one-third of the respondents rated small group work slightly higher, and five percent gave independent work a mean-rating above 4.00 though well below 4.50. Interest group work was considered especially helpful, with learning centers receiving a rating just above 4.00. Again, it would appear that when children reach the intermediate level (grades 3 and 4) teachers begin to use a wider variety of formats, etc., which allow for greater student independence and individualization, as well as capitalizing on the child's more developed reading/writing skills and ability to do more abstract thinking.

Teachers at this level continue the trend of seeing the classroom teacher as the most effective teacher of social studies, however, a special social studies teacher or a combination of classroom teacher and

Table 28. Mean-Rating of Social Studies Formats, Base Materials and Guidelines - Grade Four

	Mean-rating*
Appropriate forms of approach to social studies areas	
a. area studies (i.e., the Appalachians, the Corn Belt, etc.)	4.66
b. postholing (studies center around significant events, significant eras, or some other agreed-upon factor)	3.43
c. survey studies (i.e., U.S. History, South America, etc.)	3.32
d. conceptual schemes (e.g., Man is interdependent)	4.12
e. problems andproblem-solving (e.g., Why is Canada important to the United States?)	4.19
f. biographical studies (e.g., the effects of Edison's accomplishments on the development of our society)	3.38
Appropriateness of social science disciplines as unit bases	
a. history	4.45
b. geography	5.16
c. political science	3.36
d. social psychology	3.73
e. economics	3.53
f. anthropology	3.00
g. sociology	3.89

*Mean-rating at or above 4.50 needed to indicate at high level of consensus/importance attached to the item.

special teacher received mean-ratings well above 4.00. This perhaps reflects the increase in number of classrooms at this level which are organized on a departmentalized, semi-departmentalized, team taught or open space basis. The three top teaching roles identified by participants as their major classroom role were as co-learner, facilitator, or resource persons. Very few teachers at any level appear to consider their main role as either an authority or a specialist.

To a surprising degree, the specific materials/activities rated as highly effective (4.50 or better mean-rating) at this level continued to be the same or nearly the same items as at lower levels - field experiences, discussion, resource people and films/filmstrips. A greater variety, however, of activities/materials were rated slightly above or below the 4.00 mean-rating point. Many more of these make use of the reading/writing and abstract thinking capabilities of students than those chosen at lower levels. Rather than seeing a different set of activities/materials judged more effective at upper grade levels, it appears that the same few types will be considered most effective, as well as being most commonly used, throughout the elementary levels. However, a greater number of types will be considered at least moderately valuable and more widely used at late intermediate and upper elementary grade levels. Table 29 gives the mean-ratings for all the activities/materials listed.

The only sharing activity to receive a high level of approval was whole-class discussion. Teachers appear to feel that effective sharing can be accomplished only if they are directly overseeing the activity and if they keep the entire class together. Small group discussions and skits received ratings over 4.00 as did "other" forms of discussion. Research reports, (mean-rated at 3.83) and programs presented to another group (mean-rated at 3.52) represent some degree of divergence in methods of sharing what has been learned, although neither was as strongly rated as might be expected at this grade level.

Teacher observation and student projects continued to be considered the most effective evaluative devices at this level. Actually, almost

Table 29. Activities and Material Mean-Rating - Grade Four

Activity/Material	Mean-rating*
a. educational games	4.26
b. simulation games	3.91
c. role playing	4.13
d. sociodrama	3.69
e. field experiences	4.69
f. cartoons	3.45
g. models	4.08
h. case studies	3.03
i. library/commerical books	4.41
j. commerical kits	3.58
k. discussions	5.13
l. checklists	3.18
m. questionaires	3.18
n. worksheets	4.07
o. unit study guides	4.15
p. paper and pencil tests	3.68
q. observational acitivies	4.19
r. text study	4.23
s. independent reading assignments	3.99
t. resource people	4.84
u. posters	3.92
v. exercise for critical thinking	4.39
w. exercises for problem solving	4.38
x. films and filmstrips	5.07

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

total use of these forms of activities for evaluation appears to put an unnecessarily heavy burden on the teacher regarding documented student competency - unless the teacher has an efficient, regularly-used way of making and recording observations. Without documentation it is difficult to have concrete evidence as a basis for planning future work, reporting to parents, etc. Naturally, well-defined guidelines are necessary to use any type of evaluative device effectively, but it would seem wise to use a variety of evaluative devices and instruments to ensure a well-rounded

picture, to make use of and increase student ability for self-evaluation, and to be able to provide a well-documented evaluation of each student for a variety of purposes. Several forms of evaluation were rated at or above 4.00 (though below 4.50) which indicates a greater potential ability to make a well-rounded evaluation than observation alone could provide.

The fourth grade teacher participants indicated a use of unit form which closely approximates the unit model given in Part III of the Inventory. The major exception was that units were seldom presented as problems. As we have discussed the responses at the various grade levels, we see this to be a consistent response. It would appear that assistance which would help teachers to become more aware of the benefits of presenting units in a "problem to solve" format would be desirable. Table 30 indicates the relationship of the participant's responses to the unit model.

Fourth grade respondents preferred inservice through idea- and activity-based workshops in 73% of the responses. However, an increasing interest in presentations by peers was evidenced (12% of the respondents), although the mean-rating given this form of inservice was slightly below 4.00. Inservice in the form of conference attendance and college courses were mean-rated between 3.68 and 3.78, indicating an interest in a greater variety of inservice activities, though by a relatively small percentage (6% each item) of participants.

Overall, similar strengths and weaknesses in regard to understanding social studies objectives and the ability to effectively

Table 30. Unit Development - Grade Four

Unit parts	% responding Yes	No
a. Units are presented in the form of a problem to solve.	37	63
b. Units usually last approximately two to four weeks at third and fourth grade levels	89	11
c. Units are introduced through a variety of materials and activities which develop a common body of basic knowledge about the study in general, and which motivate children toward in-depth study.	89	11
d. The developmental period of the unit consists of in-depth study carried out using whole class, small group, and individual study of various facets, factors, and subproblems needed to help solve the overall unit problem.	89	15
e. Culmination of the unit draws together the expertise and knowledge developed by the individual children through their unit study. It allows tham to (1) share their knowledge, (2) round-out their knowledge of the total problem, (3) arrive at one or more tentative solutions to the unit problem, and (4) indicate areas for further study by interested individuals.	82	18

translate these through a variety of program formats, materials, and activities are evident at the fourth grade level as they were in preceding levels. However, we see a greater percent of participants making efforts in a greater variety of directions which are of benefit to students. For example:

1. Greater student involvement in self-directed activities seems evident.

2. More allowance for developing skills, both personal and content-related is seen.

3. A more varied teacher role is chosen by a greater number of teachers.

Grade Five: Report, Conclusions, Recommendations

One hundred-four fifth grade teachers comprised this portion of the total sample population. Their average age was 40.99 with a range of 23-65 years, and their average years of teaching experience was 14.22 with a range of 2-41 years. Table 31 gives the age/experience distribution of this group. Eighty-two percent of the teachers in the group were female and 18% were male. The greater number of male teachers at this and other late intermediate and upper elementary grade levels reflects the traditional preference for and expectation of male teachers to work with older children, though we are beginning to find ever-increasing numbers of male teachers at the primary level.

Table 31. Age and Experience Groupsing - Grade Five

Age in years	Number	Experience in years	Number
22-30	25	Less than 5	18
31-40	27	6-10	27
41-50	24	11-15	11
51-60	18	16-30	36
over 60	6	over 30	8

A definite change in type of classroom organization can be noted at the fifth grade level. Only 37% of those reporting work in a self-contained room while 52% work in departmentalized or semi-departmentalized

settings, 8% in team-taught settings, and 4% in individualized programs. The greater number of departmentalized settings reflects a change in which the traditional junior high organization of periods is seen. This level appears to begin a transition in setting toward the form of classroom organization commonly found at junior high levels, and may reflect a felt need for more indepth content specialization of the teacher to adequately meet student needs.

Although subject matter per se still is not rated as high as other areas to be developed through social studies, it may be proper to say that the reason could be that unless subject matter is linked with other things it, for its own sake, is relatively valueless. All other areas were mean-rated well above 4.50 and many would necessitate the use of subject matter as a vehicle for their development. The consistent low mean-rating of subject matter as a separate area throughout this study may very well relate to this viewpoint. Table 32 shows all mean-ratings for the question.

Table 32. Areas to be Developed Through Social Studies

Areas	Mean-rating*
a. concept formation	4.89
b. subject matter knowledge	4.39
c. democratic values	4.91
d. ethical/moral values	4.84
e. personal values	4.95
f. social values	4.86
g. decision making	4.93
h. problem solving	4.84
i. practical skills (global skills)	5.23

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to this item.

The overall philosophical approach favored by participants remained centered on the child, though subject matter concerns almost paralleled it. Similarly, very little, if any, real difference seemed to be evident in teachers' preference between an inductive or a deductive approach. In addition, although only 24% preferred a multidisciplinary approach over an interdisciplinary approach (preferred by 76%), the multidisciplinary approach was mean-rated at 5.19, well over the 4.92 rating of the interdisciplinary approach. From these observations we begin to note a greater flexibility on the part of the teacher in the use of approaches to social studies which will more nearly meet individual learning styles simply through variety. A child not inspired by one approach, may well be by another.

Similarly, though the preponderance (66%) of teachers chose and rated highest a correlated program, 17% valued an integrated program above the 4.50 level. While there is some degree of support (17% of respondents) for a totally separated social studies program, the support is at a low level - only at a 3.09 mean-rating.

All suggested forms for development of curriculum were higly rated (see Table 33), but only one format - area studies - was considered highly effective by fifth grade teachers. Problem and problem solving was mean-rated above 4.00 but below the area studies' rating. Because the traditional social studies curriculum at the fifth grade level usually centers on the U.S., area studies and problems related to our country can be easily studied through these formats. Similarly, it is not surprising that history and geography should be highly mean-rated

Table 33. Program Base, Program Form, Organization Format, and Value of Individual Disciplines - Grade Five

	% using this basis	Mean-rating*
Basis for social studies program		
a. the program is based only on history and geography	8%	4.75
b. the program is mainly based on history and geography, but makes use of concepts from other social sciences to a minor degree	56%	5.21
c. a number of social science disciplines (chosen by how appropriately they relate to the concepts to be taught) form the basis of the program	36%	5.36
Form of curriculum preferred		
a. topics limited to U.S. studies	19%	5.42
b. topics including a world-wide factor (global awareness)	27%	5.62
c. topics including studies which reflect U.S. cultural backgrounds and the U.S.	53%	5.60
d. other _____	1%	4.00
Appropriate forms of approach to social studies areas		
a. area studies (i.e., the Appalachians, the Corn Belt, etc.)		4.72
b. postholding (studies center around significant events, significant eras, or some other agreed-upon factor)		3.98
c. survey studies (i.e., U.S. History, South America, etc.)		3.64
d. conceptual schemes (e.g., Man is interdependent)		3.93
e. problems and problem solving (e.g., Why is Canada important to the United States?)		4.28
f. biographical studies (e.g., the effect of Edison's accomplishments on the development of our society)		3.59

Table 33. Continued

	% using this basis	Mean-rating*
Appropriateness of social science disciplines as unit bases		
a. history		5.24
b. geography		5.25
c. political science		3.83
d. social psychology		3.64
e. economics		3.58
f. anthropology		3.45
g. sociology		3.97

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

social science disciplines, as they often form the basis for studies of our country. However, we do see sociology rated close to 4.00, which may indicate a higher level of concern with people in relation to their country than seen before. Unfortunately, there still seems little awareness or interest by teachers in using other disciplines as a base on which units may be built. It would appear that teachers are missing an opportunity to expand into the development of better rounded studies of our country, people, life, and times by not making greater use of a variety of social sciences as bases for unit studies.

The above observation is, perhaps, more consistently noticeable than at other levels when one notes that 56% prefer a limited use of many social science disciplines, while 36% would use a wider variety of social science disciplines as unit bases, and only 8% prefer the use of only history/geography as a base. All these approaches to a unit base

were rated well above 4.50. Further evidence of the consistency of responses within this general area is shown in teacher attitude toward the form development of the curriculum should take. All suggested forms were highly rated, but 53% preferred to keep topics basically centered on the U.S., though including the study of cultural backgrounds. Twenty-seven percent preferred topics which included a global awareness factor, and 19% would limit studies to the U.S. only, excluding the study of different cultures within this culture. See Table 33 for details of these choices.

Perhaps the most definite commitment so far to social studies as a major area of the elementary curriculum is seen at the fifth grade level. Approximately 47 minutes per day is devoted to this subject, and 100% of the respondents felt there is a definite value in using social studies as a vehicle to further develop items begun in other area as well as being a subject area in and of itself. Over three-fourths of the teachers said they used this method frequently to most of the time. Ninety-five percent of them regard social studies as important and of the 5% who do not, only 67% felt it should not become important. This presents a much more positive view toward social studies than seen at the primary level or the intermediate level.

The classroom teacher was no longer seen as the most effective social studies teacher at this level. Use of special teacher and/or a combination of classroom and special teacher was rated similarly high. This appears to be in direct ratio to the fact that many more

classes are "shared" classes in the sense that several teachers work with the same group of students, no one teacher exclusively with a group. Teacher roles seen most often as the predominent role and rated as most highly effective continue to be those roles noted at the fourth grade level - that of co-learner, facilitator, or resource person. Ninety-seven percent of the respondents indicated one of these three to be what they felt to be their major teaching role.

A chief concern of this investigator continues to be the relatively low values placed on many of the materials/activities considered by leaders in the field as valuable and effective in helping children in the social studies area. Reliance continues to be placed on a few types of activities/materials, rather than the use of a wide variety - which would go much farther in meeting children's needs through capitalizing on their strengths and individual learning styles. Table 34 shows the small variety of items highly rated, and the assumption from this by the investigator is that these items are the ones chiefly used by the respondents.

Dependence on whole class discussion for sharing what was learned was, as at other grade levels, the only method mean-rated above 4.50. Small group discussions approached this point, and other suggestions written in by a half-dozen or less teachers related to the use of child-developed material - which, if included under that heading, would make the mean-rating for that form of sharing well above 4.00.

Both teacher observation and student projects were highly mean-rated evaluation instruments. The same caution mentioned in the

Table 34. Activity and Material Mean-Ratings - Grade Five

Activity/Material	Mean-rating*
a. educational games	4.06
b. simulation games	3.80
c. role playing	4.09
d. sociodrama	3.60
e. field experiences	4.76
f. cartoons	3.32
g. models	4.00
h. case studies	3.22
i. library/commerical books	4.54
j. commercial kits	3.62
k. discussions	5.12
l. checklists	3.41
m. questionnaires	3.44
n. worksheets	3.99
o. unit study guides	4.24
p. paper and pencil tests	3.80
q. observational activities	4.18
r. text study	4.23
s. independent reading assignments	4.11
t. resource people	4.72
u. posters	3.76
v. exercises for critical thinking	4.39
w. exercises for problem solving	4.42
x. films and film strips	5.12

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

discussion of Grade Four responses would apply at this level. Other devices for evaluation rated above 4.00 but below 4.50 were paper and pencil tests, games and exercises, daily written work and student-teacher conferences. Such ratings indicate a decided broadening in variety of evaluation instruments and devices used. Table 35 contains the ratings of all sharing and evaluation devices listed in the Inventory.

Table 35. Sharing and Evaluation Device - Grade Five

	Mean-rating*
Sharing	
a. whole class discussion	5.09
b. small group discussion	4.41
c. panel discussion	3.56
d. other forms of discussion	3.61
e. skits and/or role playing	4.06
f. research reports	4.21
g. programs for another group	3.86
h. child-developed materials for learning centers, etc.	3.64
i. other _____	4.33
Evaluation	
a. pencil and paper tests	4.33
b. pencil and paper games and exercises	4.09
c. teacher observation	4.98
d. student-teacher conference	4.32
e. daily written work	4.82
g. anecdotal records	3.36
h. other _____	3.50

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

The model unit design considered in Part III of the Inventory was relatively closely followed by most of the respondents who used a unit-based social studies programs, with the exception of the presentation of the unit in the form of a problem to be solved. This unit section has been discussed at several other grade levels, and the responses at this level parallel those at the other levels. Table 36 details the distribution of yes and no responses by participants.

Table 36. Unit Development - Grade Five

Unit parts	% responding Yes	No
a. Units are presented in the form of a problem to solve.	33	67
b. Units length is three to eight or more weeks at fifth and sixth grade levels	88	12
c. Units are introduced through a variety of materials and activities which develop a common body of basic knowledge about the study in general, and which motivate children toward in-depth study.	93	7
d. The developmental period of the unit consists of in-depth study carried out using whole class, small group, and individual study of various facets, factors, and sub-problems needed to help solve the overall unit problem.	84	16
e. Culmination of the unit draws toegether the expertise and knowledge developed by the individual children through their unit study. It allows them to (1) share their knowledge, (2) round-out their knowledge of the total problem, (3) arrive at one or more tentative solutions to the unit problem, and (4) indicate areas for further study by interested individuals.	72	28

Inservice needs expressed by fifth grade respondents show a wider variety of felt needs than at other levels, although 55% still prefer an idea/activity based workshop over all other types of training. Twenty-one percent indicated peer presentation to be a valuable form of in-service to them, while 6% each chose conferences or short courses or regular social science courses as being of most benefit. However, none of these latter choices were mean-rated at or above the 4.50 level. The workshop format was the only one rated at a truly high level.

In summary, teachers at this level seem to have a better understanding of social studies objectives and more content competency than at the primary or intermediate levels previously discussed. There is more use of formats and activities which allow for individual, independent student activity. We do continue to see a lack of implementation of the curriculum form rated most highly by participants, instead seeing what could be an over-reliance on traditional curriculum and approach. There is a definite felt need for inservice in both theoretical and practical areas, but teachers seem to have more specific knowledge of what will meet their individual needs.

Grade Six: Report, Conclusions, Recommendations

One hundred-six sixth grade teachers participated in this study. Seventy-one percent were female, 29% were male. Their average age, ranging from 23-64 years, was 39.84 years. Their average length of teaching experience, ranging from 1-37 years, was 13.22. This represents a slightly younger group than at other levels, though very little. See Table 37 for the distribution of age and experience in this group.

Table 37. Age and Experience Groupings - Grade Six

Age in years	Number	Experience in years	Number
22-30	28	5 or less	19
31-40	30	6-10	26
41-50	20	11-15	18
51-60	18	16-30	34
over 60	4	over 30	5

The trend toward fewer self-contained classrooms noted at the fourth and fifth grade levels is even more strongly evident at the sixth grade level. Only 25% of the rooms were self-contained, while 64% were departmentalized or semi-departmentalized, and 11% team taught or an individualized program.

Rating of the areas to be developed through social studies were much the same as at the fifth grade level. Exact ratings may be noted in the Composite Table in Appendix B.

A child-centered, inductive, interdisciplinary approach continued to be favored at this level, although little real difference in mean-ratings was noted between an interdisciplinary and a multidisciplinary approach. More people (69%) favored an interdisciplinary approach, but the 31% who favored a multidisciplinary approach mean-rated it slightly higher. This may be a sign of movement toward teaching disciplines as separate entities as is done at high school levels. However, only 14% showed a preference for teaching social studies separately at the elementary level, and mean-rated their preference at a low level. Most (69%) preferred and rated highest a correlated program. (See Table 38.)

Ninety percent (90%) preferred a form of curriculum development which would include either a global awareness factor or a study of diverse cultures within U.S. boundaries, while 95% preferred a moderate to strong use of a variety of social sciences disciplines as the basis of various units. These respondents favored a curriculum format which used problem and problem solving over any other form, and rated most of the social science disciplines of at least moderate value for children at this level, with history and geography receiving ratings which indicated they were highly valued. Social psychology, which received the

Table 38. Program Base, Program Form, Organization Format, and Value of Individual Disciplines - Grade Six

	% using this basis	Mean-rating*
Organization		
a. separately from other areas of the curriculum	14%	2.99
b. correlated with other areas of the curriculum	69%	5.31
c. integrated with other areas of the curriculum	17%	4.68
d. taught on an incidental basis only (no organized program)	less than 1	1.25
Basis for social studies program		
a. the program is based only on history and geography	5%	3.00
b. the program is maily based on history and geography, but makes use of concepts from other social sciences to a minor degree	35%	4.92
c. a number of social science disciplines (chosen by how appropriately they relate to the concepts to be taught) form the basis of the program	60%	5.38
Appropriate forms of approach to social studies areas		
a. area studies (i.e., the Appalachians, the Corn Belt, etc.)		4.03
b. postholding (studies center around significant events, significant eras, or some other agreed-upon factor)		3.89
c. survey studies (i.e., U.S. History, South America, etc.)		3.87
d. conceptual schemes (e.g., Man is interdependent)		4.33
e. problems and problem solving (e.g., Why is Canada important to the United States?)		4.62

Table 38. Continued

	% using this basis	Mean-rating*
f. biographical studies (e.g., the effect of Edison's accomplishments on the development of our society)		3.50
Appropriateness of social science disciplines at unit bases		
a. history	5.26	5.11
b. geography		5.26
c. political science		4.26
d. social psychology		3.99
e. economics		4.16
f. anthropology		4.04
g. sociology		4.43

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

lowest mean-rating, also closely approached this level. This finding seems, to the investigator, to denote an increased maturity of approach to the social studies areas and to involve a greater consistency of responses between the basis for the program and its implementation. Table 38 also contains the specific ratings for these items.

The length of the average social studies period at the sixth grade level is 49 minutes - about the same as at the fifth grade level. One hundred percent of those responding approved the use of social studies as a vehicle as well as a subject in itself, and 83% used it this way frequently, most of the time, or always. Ninety-two percent of the respondents felt social studies to be an area of major importance at the elementary level, and only 4% felt it was not and should not be so.

An increasing emphasis on small group and individual work, as well as a continued emphasis on whole class work is seen at this level. Interest group work continued to be highly rated also. Perhaps the greater variety of classroom organization used at this level, with the input of more teachers specially trained in social studies content through departmentalized or team-taught set-ups is a partial reason for this trend. The Composite Table in Appendix B may be consulted for precise percentage and mean-rating figures on these items.

There appears to be a shift at the sixth grade level as to what activities and materials are considered especially effective for social studies work, although the items identified as effective at lower grade levels continued to be important. Table 39 shows the decided impact of the increased maturity of the student and the use of a greater variety of activities and materials by the teacher. Of special interest are the high mean-ratings given critical thinking and problem solving activities.

Types of activities identified by sixth grade teachers as effective ways for children to share what they learn centered around forms of discussion, especially whole class discussion which was very highly rated. A number of people wrote in comments concerning specific sharing activities which they found effective (see Appendix B) and which they rated highly. These, however, did not bring out new types of sharing activities for the most part. All but one or two were variations of those listed. The remaining suggestions or comments did not apply to the question under consideration.

Table 39. Activity and Material Mean-Ratings - Grade Six

Activity/Material	Mean-rating*
a. education games	4.02
b. simulation games	4.02
c. role playing	4.12
d. sociodrama	3.66
e. field experiences	4.66
f. cartoons	3.37
g. models	4.02
h. case studies	3.51
i. library/commerical books	4.60
j. commercial kits	3.76
k. discussions	5.15
l. checklists	3.32
m. questionnaires	3.39
n. worksheets	4.12
o. unit study guides	4.30
p. paper and pencil tests	3.75
q. observational activities	4.31
r. text study	4.16
s. independent reading assignments	4.06
t. resource people	4.88
u. posters	3.71
v. exercises for critical thinking	4.58
w. exercises for problem solving	4.62
x. films and film strips	4.97

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

Highly mean-rated evaluation forms were teacher observation and student projects, as previously found at the fourth and fifth grade levels. We see, however, that daily written work, student-teacher conferences, and paper and pencil tests are relatively highly rated and used at this level. See Table 40.

The closeness of fit of the unit design used by the sixth grade teacher/participants in this sample to that given in Part III of the

Table 40. Sharing and Evaluation Device - Grade Six

	Mean-rating*
Sharing	
a. whole class discussion	5.15
b. small group discussion	4.48
c. panel discussion	3.70
d. other forms of discussion	3.68
e. skits and/or role playing	4.05
f. research reports	4.29
g. programs for another group	3.98
h. child-developed materials	3.76
i. other _____	4.89
Evaluation	
a. pencil and paper tests	4.25
b. pencil and paper games and exercises	3.89
c. teacher observation	5.04
d. student-teacher conference (individual)	4.43
e. daily written work	4.18
f. student projects	4.82
g. anecdotal records	3.40
h. other _____	2.33

*Mean-rating at or above 4.50 needed to indicate a high level of consensus/importance attached to the item.

Inventory was similar to that found at other grade levels. Table 41 below gives the percentages and responses of those who responded to this section of the instrument.

The idea and activity based workshop for inservice purposes was highly rated by sixth grade teachers, as it was at all other levels. Sixty-four percent of those responding to this item chose that form of inservice as most personally valuable. No other significant percentage chose any other form, though all were chosen by some teachers. None of

Table 41. Unit Development - Grade Six

Unit parts	% responding Yes	No
a. Units are presented in the form of a problem to solve.	34	66
b. Units usually last approximately three to eight or more weeks at fifth and sixth grade levels	91	9
c. Units are introduced through a variety of materials and activities which develop a common body of basic knowledge about the study in general, and which motivate children toward ine-depth study.	96	4
d. The developmental period of the unit consists of in-depth study carried out using whole class, small group, and individual study of various facets, factors, and sub-problems needed to help solve the overall unit problem.	83	17
e. Culmination of the unit draws together the expertise and knowledge developed by the individual children through their unit study. It allows them to (1) share their knowledge, (2) round-out their knowledge of the total problem, and (4) indicate areas for further study of interested individuals	78	22

the ratings for the other forms chosen were significantly high either percentage-wise or number-wise. The diversity of choices does indicate a variety of self needs for self-improvement.

In summary, the following items seem of most significance at this level.

1. There is a greater variety of classroom organization forms at this level than at any other.

2. More indication of specialized teachers for social studies is found here than at any other grade level.

3. There is less strength of preference as to format and form for the curriculum and program at this level where children are able to do more for themselves than at either primary or intermediate levels.

4. A clearer understanding and implementation of social studies objectives appears to be present here than at primary or intermediate levels.

PART THREE: COMPOSIT REPORT (K-6), CONCLUSIONS, RECOMMENDATIONS

A total of 625 elementary teachers from 71 school districts in 50 Iowa counties participated in this study. Their ages ranged from 23-65, averaging 41.2 years. Their teaching experience ranged from 1-45 years, averaging 14.6 years. Overall, over 90% of the participatns were female and approximately 9% were male. By levels, over 94% were female in grades K-4. By upper elementary (Grades 5 and 6) male teachers accounted for 18% and 29%, respectively, of the sample population.

Across grade levels, 68% of the classrooms represented were self-contained, though at upper elementary elvels only 1/4 to 1/3 were self-contained rooms. At the fifth and sixth grade levels a departmentalized or semi-departmentalized organization was reported in over 60% of the classrooms.

Part One of the Inventory focused on the objectives, forms, formats, bases, and approaches to elementary social studies, as well as identifying techniques and materials used. The detailed figures for the following discussion may be found in Composite Tables 42-44 in Appendix B. The copy of the Inventory, found in Appendix C, may be consulted for the exact wording of the questions to which participants responded.

At all grade levels, participants rated the areas to be developed through elementary social studies (Question 1) similarly. Those areas rated high at one level were rated high at the other levels, with one exception. Practical skills, mean-rated low through grade three, received ratings well above 4.50 at grades four through six. Every other

area received a mean-rating of at least 4.00 at all grade levels except subject matter knowledge, which did not receive a mean-rating above 4.00 until grade three, and was not rated at or above 4.50 (the level determined to be an indication that the item was considered highly valuable by participants) at any grade level. More than one interpretation may be placed on the low mean-rating of subject matter. First, it may be that teachers feel a grasp of subject matter is not important at the elementary level. Second, it may be a matter of interpretation which involves the viewpoint that subject matter in isolation is of relatively little value. At any rate, since many of the other areas require a knowledge of subject matter as a vehicle for development of three areas, if not as an entity in itself, it is doubtful that the apparent wholesale negativism toward subject matter which seems apparent from the mean-ratings actually exists.

The philosophy through which curriculum is viewed makes a considerable impact on its implementation. The mean-ratings indicated a definite preference by participants for a child-centered approach. However, beginning with the fourth grade level, the difference between the mean-ratings of a child-centered and a subject matter-centered approach lessened significantly. As may be noted throughout this report, there appears to be a "break point" at about the third or fourth grade level regarding the mean-ratings given many items. Occasionally, this break-point occurs between the fourth and fifth grade levels. The factors which may be the most influential causes for the differences in

ratings include: (1) greater reading/writing ability of older children, (2) greater ability for abstract thinking by older children, (2) more depth and breadth in the content areas, and (4) greater involvement of teachers with content. These factors were not specifically revealed by this study, but are observations drawn from a general study of curriculum, social studies objectives, knowledge of children's growth and developmental and personal teaching experience in the elementary schools.

Throughout all grade levels K-6, a decided trend toward using an inductive approach in the presentation of material is evident. At only one level (grade four) was the mean-rating of deductive strategy above 4.00.

What should be the basis for curriculum organization in social studies? Participants considering this question overwhelmingly opted for either a correlated or integrated organizational base, both by numbers and by their mean-rating. Social studies organized totally separate from other areas or, at the other extreme, on an incidental basis received such low ratings that one may safely say feelings toward these bases were uniformly negative.

Once participants indicated their choice of a base for social studies organization, they were asked to indicate what form should be used in developing the curriculum topics taught at their level. There did not appear to be any great difference in the minds of the raters as to the effectiveness of any development form, as all were rated well above 4.50. However, in looking over the individual grade level reports,

one will note that the raters were asked to choose and rate only the one form the rater considered best for the grade level. Most raters chose either a form which included study of the topics employing a global awareness factor (Ex. - families studied in a variety of countries), or topics which included a study of various cultural backgrounds, but limited them to within the U.S. (Ex. - the Indian family, the Chicano family, families in the city, etc.).

Questions 5, 6, 10, and 11 were closely related in that they all dealt with the use of concepts drawn from many social sciences (rather than those from only history and geography) in a specific form or basis for units and programs. The responses to these items, when considered together, were difficult to understand and/or to reconcile with responses to previous items. On one hand, both an interdisciplinary and a multidisciplinary program basis were highly mean-rated by participants. Either of these makes conscious use of the entire range of social science disciplines, though each in a different way. Accompanied by participants' espousal of a curriculum development form in which study of various cultural backgrounds is an integral component, one might expect each of the various social science disciplines to be highly rated at several grade levels. However, such was not the case. None of the disciplines was mean-rated at or over 4.50 before grade three. At that level we see geography rated at 4.55. Beyond that point, history and geography were highly rated, political science and sociology moderately rated, and economics, anthropology, and social psychology relatively low

mean-rated. The low rating of such a discipline as social psychology at the primary level is particularly difficult to interpret because much of the social studies program at these grade levels is commonly based on psychology (Ex. - self-concept/values/humanism).

Additional evidence of these apparent contradictrions may be found in the participants' ratings of the basis for the social studies program which teachers reported existed in their classes. The majority of participants and the highest mean-ratings at every grade level focused on program bases which indicated use of social science disciplines, including but not limited to history and geography, in either a major or minor way.

A variety of formats for presenting unit topics in social studies programs was the next area investigated. With the exception of kindergarten and grades one and three, at least one format was considered highly effective at each grade level. At kindergarten, the highest mean-rated format was postholing (3.68 mean-rating) and at grades one and three conceptual schemes received a 4.20 and a 4.11 mean-rating, respectively. These ratings represent a consensus of moderate effectiveness for the identified formats. At grades two, four, five, and six the highest rated formats all represented a consensus of high valuation of the format (4.50 or better). The chosen formats were: grade two - conceptual schemes; grade four - area studies; grade five - area studies; and grade six - problems and problem solving. To some degree it appears the choice of program format is related to the grade level curriculum according to the traditional expanding horizons scope and sequence.

After a teacher determines the basis, form, and format of the social studies program, it is necessary to determine what basic resources and guidelines are most appropriate for determining curriculum framework and in implementing the program topics and areas. With this in mind, the reader may wish to refer to the Statistics in the Composite Table, Part I for Questions 8 and 9 (Appendix B). When looking across grade levels, it becomes apparent that units are considered the most valuable basic resource for implementing the curriculum, although the text has a slightly higher mean-rating at grade five and an almost equal rating at grade six. This is a very positive finding, because it is some indication that the social studies curriculum is geared to local needs, and gives the teacher a reasonable degree of autonomy within a broadly outlined framework. Similarly, when noting the type of guideline participants felt should have the greatest influence on curriculum framework, the local curriculum guide was consistently mean-rated at a high level. These findings reinforce each other in describing the degree of freedom/responsibility teachers have for curriculum, and the "fit" the curriculum has in regard to local needs.

Another area of interest deals with overall classroom organization and variations of grouping. Almost across the board, participants indicated "whole class work" as the most effective way to organize their classes. From fourth grade on, one can note equally high or higher ratings of "small group work," but this is not present at the K-3 levels. "Individual work" is not mean-rated for any grade level at or above 4.50. This would appear to indicate one or more of the following: (1) failure

of the teacher to develop small group and individual work skills in students, (2) lack of knowledge by the teacher of how to develop these student skills, (3) uneasiness in situations where the teacher is not in overt control, or (4) lack of "faith" that learning is proceeding if the teacher is not actively directing.

There is some degree of contradiction in the mean-ratings for this question and the mean-ratings describing the effectiveness of interest group work and learning center assignments. Interest group work received mean-ratings at or above the 4.50 level in six of the seven levels. Learning center ratings were between 4.00 and 4.40 - indicating at least moderate value for the level. Both of these variations of classroom grouping necessitate that the teacher not be in direct control of the entire class at one time, and that children work at least somewhat independently. Therefore, on one hand we see teachers advocating whole group work as the most effective type, but on the other hand indicating they give about an equal value to two variations of small group work - an organizational form less highly rated in the preceding question at almost every level.

The materials and activities employed by teachers in the social studies program are of special interest and concern. This investigator had some "intuitive thought" regarding this area of investigation before conducting the study - feeling it likely that certain activities/ materials would prove to be particularly effective at specific grade levels to a significant degree. This feeling was based on general background in child growth and development and on how children learn - both

a theoretical and practical background. One of the greatest surprise findings of this study was that about half a dozen types of activities/materials were considered most highly effective K-6, with no specific group emerging as especially helpful at primary, or intermediate, or upper grade levels. The very highly mean-rated items remained quite consistently highly rated throughout the grade levels. Items rated low at primary levels continued to be rated low at all grade levels, though some showed a steady increase in rating level from K-6 or simply were rated somewhat higher at some grade levels. Few of this group ever were mean-rated at or above 4.50, most remaining in the "of moderate value" range of 4.00-4.49.

Consistently high mean-rated activities and materials were: field experiences, discussions, resource people (except in kindergarten), and films/filmstrips. Moderately mean-rated activities and materials at most grade levels were: educational games, role-playing, commercial books, observational activities, and posters. A few activities and materials showed some "level distinction" (at a low to moderate rating level), but by primary, intermediate, and upper grades rather than by individual grades. Examples of such activities and materials include unit study guides, text study, exercises for critical thinking, and exercises for problem solving.

Another broad area investigated in this study was that of forms used to share what has been learned, and evaluation devices/instruments. The mean-ratings given to types of sharing activities seem directly and consistently related to the ratings given whole class, small group,

and individual work classroom formats discussed earlier. Whole class discussion as a method of sharing what has been learned received overwhelming approval through ratings above 5.00 at all levels, K-6. Moderate mean-ratings were assigned to small group discussion, skits and/or role playing, child-developed materials, and programs to present to another group at most levels. The most striking "level distinction" may be seen in the increase of mean-ratings from low to moderately high in the use of research reports as a sharing device. At a few grade levels, additional suggestions given a high mean-rating were written in by participants, but these each involved only one to a few people.

Closely related to the general findings regarding shring devices are those describing effective evaluation devices. The consistent choice of teacher observation as most effective at all levels is both positive and negative when viewed in relation to the entire list of suggested forms of evaluation. On the positive side, the implied alertness and sensitivity of the teachers to individual children's needs and progress is very fine. On the negative side, there is also implied a possible lack of documentation of observation, the use of a one-sided evaluation program, and possible lack of sensitivity to the fact that different children "shine" in different ways so that consistent use of a variety of evaluation forms is better than consistent use of one form. From the third grade level on there are indications that a wider variety of evaluation devices is used, at least part of the time, as mean-ratings around 4.00 are seen for a number of evaluation formats.

How does the teacher see his/her classroom role? A number of possible roles were listed in Question 18 and participants were asked to rate them - and to indicate which role they felt to be their predominent role. A considerable percentage of the participants were unable or unwilling to identify any one role as their predominent role, often checking more than one. Because they checked more than one role, rather than noting the preferred combination under the "other" heading, it is not possible to meaningfully discuss the number or percentage who identified a specific role as their "predominent" role. We can, however, look at the mean-ratings given the various roles. The most positive mean-ratings, overall, were for the teacher as a resource person or facilitator. Another rather highly-rated role at primary levels was that of co-learner. Relatively few people saw their predominent role as one of authority or specialist at any one grade level. To some degree, this finding is surprising since so many of the upper grade level classroons were organized in departmental or semi-departmental settings in which one teacher was likely to work with several social studies classes. In such circumstances, it is possible a teacher would legitimately feel himself a specialist, but such was not the case according to the ratings. The low mean-ratings given at all grade levels to the role of teacher as an authority figure possibly represent the general trend away from this view toward one in which the teacher is seen as working with the children to help them learn skills, find answers to problems, etc.

Emphasis by participants at all grade levels upon the idea- and activity-based workshop as the most valued form of inservice indicates the need to (1) see theory translated into practice, (2) broaden the teacher's repertoire of activities that "work," and (3) the current emphasis on the practical. Such workshops are both needed and valuable. However, there also seems to be a need for better understanding by teachers of at least some aspects of social studies in its theoretical form, as evidenced by the sometimes contradictory responses to the questions relating to objectives, programs bases, and program formats for elementary social studies discussed in detail earlier in this report. The most valuable hint we can draw from this is to be sure that activities, materials, and ideas demonstrated or illustrated in such workshops are clearly related to their theoretical basis. Very little value was placed on inservice activities which would increase content knowledge, nor did conference or convention attendance seem of practical value to the participants in developing competency. (Of course, the last noted form of inservice has become for all practical purposes, financially impractical avenues for teachers in the past few years - unless they are at least partially subsidized by the school system.)

Similarly, consultant service received relatively low mean-ratings. One does not know if this feeling stems from prior experience with a poorly-trained or ineffective consultant, lack of understanding of how the consultant could be of any major assistance, the feeling that the classroom teacher's competency could be more rapidly upgraded through other means, etc.

Part II of the Inventory dealt with the importance of social studies in the elementary curriculum. Overall, from K-6, an average of 32.65 minutes per day is spent on social studies activities. Of course this average figure does not reflect state directives as to time to be spent as do the individual grade level figures. Averaging the time spent at K-2 levels we get a figure of 24.6 minutes per day. At the intermediate level the time averages about 35 minutes per day, and at the upper level at 48 minutes per day.

Most participants viewed social studies in two ways: (1) as a subject in itself, and (2) as a vehicle for further teaching of skills, understandings, and attitude/appreciations introduced in other areas. At the primary levels (K-2) only 42%-65% approved social studies as an important area in itself, but 96%-99% approved it as a vehicle. At the intermediate levels (3rd-4th), 67%-80% viewed social studies as an important area in itself, while 97%-98% also saw it as a vehicle. Ninety-two percent to 96% of the upper grade (5th-6th) teachers saw social studies as an important area in itself, while 100% of them saw social studies as a vehicle also. These views are consistent with the earlier discussed preference of participants for a correlated or integrated curriculum, and indicate that participants are probably more aware of the values and scope of elementary social studies than their responses to some of the earlier questions might suggest. In addition, a high number of participants at each grade level reported they used social studies as a vehicle at least "frequently," and more often "most of the time."

Almost exclusively, participants felt the regular classroom teacher to be most effective in teaching social studies. In light of some of the noted "deficiencies" in understanding social studies objectives and the development and use of appropriate programs bases and forms teachers noted earlier, one might question the validity of their response to this item. However, the regular classroom teacher knows the students in greater depth, has the capacity to correlate or integrate better if in control of the program, and can probably improve her competency in weak areas fairly rapidly with proper inservice. With these factors in mind, the classroom teacher seems a logical choice for being designated most effective.

Part III of the Inventory dealt with the development of social studies units through presentation of a model unit format. Only participants who used a partially or totally unit-based social studies program responded to this section of the instrument.

The approximate percent of the total number of participants at each grade level who reported using a unit base were: K-84%; grade one-88%; grade two - 88%; grade three - 71%; grade four - 79%; grade five - 70%; and grade six - 88%. Overall the percent of participants who reported a unit-based social studies program averaged slightly over 80%. If the reader consults Table 45, the Composite Table for Part II, in Appendix B, he will note that across grade levels the fit of the unit form used by the classroom teacher to the unit model is quite close. The chief differences are that most eachers do not present a unit as a problem to solve, and that the developmental period of the unit is not

carried out according to the description give in the unit model form. The latter item seems to relate to the preference for whole class work earlier noted. The model unit describes the developmental period as including much small group and individual work as well as whole-class activities. This, perhaps, is the most important deviation from the model. Length of unit time varies greatly from unit to unit, depending on student interest and teacher expertise, the unit may well be presented as other than a problem, etc. However, for full exploitation of the portion of the unit devoted to in-depth study, much small group and individual work is desirable. This is an area in which specific in-service training might well be of great value to teachers.

Composite Conclusions and Recommendations

The following conclusions are made upon the basis of the responses by the participants to the questions in the Inventory. To review, the original purposes of this study were focused on:

1. identifying the social studies objectives practicing teachers recognize and implement,
2. identifying techniques and materials considered effective at the various elementary grade levels, and
3. determining inservice and preservice needs in teh area of elementary social studies.

This study found that:

1. in theory, teachers recognize and appreciate the objectives of social studies as an area of the elementary curriculum, but in practice have some difficulty in implementing the objectives through appropriate curriculum development, format, and bases.

2. the teacher's use of strategies and materials are relatively limited as to type, especially at the primary grade levels. Although a variety is used, heaviest reliance is placed on a few major types of activities/materials/strategies.

3. No clear-cut differences can be documented to demonstrate that certain activities/materials/strategies are particularly effective at a specific grade level, except in a minor way which is mostly based on the increased ability of upper grade children to read and write. Almost the same activities highly mean-rated at primary levels are highly rated at intermediate and upper grade levels, and vice-versa.

4. inservice needs are apparent, especially those which would assist in clarifying the relationship between the theory of social studies objectives and program development and its implementation.

This investigator would recommend the following.

1. Conduct inservice programs which focus on expressed needs of teachers, and which make special efforts to relate theory and practical aspects. Tailor workshops to local needs.

2. Conduct preservice methods courses with a similar focus - specific and thorough clarification of theory and its relationship to practical aspects.

3. Repeat this study on an extended basis both as to number of participants in general and as to number of teachers drawn from each category of school system by size.

4. Revise Question 5 of the Inventory to eliminate a possible misinterpretation, especially by primary grade level respondents.

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APPENDIX A

Participating School Districts

Counties in Which Participating School Districts are Located

Statistics on Iowa Schools

Participating Iowa School Districts by Size Groups
(K-12 Enrollment)

Group A - 5000 or more students in district

Ames Community Schools
Burlington Community Schools
Cedar Falls Community Schools
Cedar Rapids Community Schools
Council Bluffs Community Schools
Iowa City Community Schools
Waterloo Community Schools

Group B - 2500-4999 students in district

Boone Community Schools
Fairfield Community Schools
Grinnell Community Schools
Marion Independent Schools
Oskaloosa Community Schools
Webster City Community Schools
Western Dubuque County Community Schools (Farley)

Group C - 2000-2499 students in district

Atlantic Community Schools
Cresco (Howard Winneshiek)
Decorah Community Schools
Estherville Community Schools
Knoxville Community Schools
LeMars Community Schools
Mt. Pleasant Community Schools
Oelwein Community Schools
Washington Community Schools

Group D - 1000-1999 students in district

Argyle Community Schools (Central Lee Community)
Audubon Community Schools
Clarinda Community Schools
Missouri Valley Community Schools
Vinton Community Schools
Williamsburg Community Schools

Group E - 300-999 students in district

Ackley Community Schools
Alburnett Community Schools
Aplington Community Schools
Arispe Elementary Schools
BGM Community Schools (Brooklyn)
Carson-Macedonia School (Macedonia)

Group E (continued)

Castana Elementary Schools
Central Dallas Schools (Minburn)
Clarksville Community Schools
Dallas Attendance Center
Dumont Community Schools
East Buchanan Community Schools (Winthrop)
Eastwood Community School (Cushing)
Edgewood-Colesburg Community School (Colesburg)
Gladbrook Elementary Schools
Grundy Center Community Schools
Guttenberg Community Schools
Keota Community Schools
Klemme Community Schools
Lamoni Elementary Schools
Monona Community Schools (MFL)
Neola Elementary School (Tri-Center Community)
Norway Community Schools
Odebolt Community Schools
Primghar Community Schools
Ruthven Community Schools
Scholler Community Schools
Scranton Community Schools
Sentral Community Schools (Fenton)
Seymour Community Schools
Shelby Community Schools
Sheldahl Community Schools
Sidney Elementary Schools
South Hamilton Community Schools (Jewell)
Teril Community Schools (Dickens)
Urbana Community Schools
West Branch Elementary Schools
Winfield Community Schools

Group F - under 300 students in the district

Galva Community Schools
Grand Community Schools (Boxholm)
Mingo Community Schools
Ocheyedan Community Schools

Iowa Counties in Which Participating School Districts are Located

Audubon
Benton
Black Hawk
Boone
Butler
Cass
Cedar
Clayton
Dallas
Decatur
Delaware
Des Moines
Dickinson
Emmet
Greene
Grundy
Hamilton
Hancock
Hardin
Harrison
Henry
Howard
Ida
Iowa
Jasper
Jefferson
Johnson
Keokuk
Kossuth
Linn
Louisa
Mahaska
Marion
Monona
O'Brien
Osceola
Page
Palo Alto
Plymouth
Pocahontas
Polk
Pottawattamie
Poweshiek
Sac
Shelby
Story
Tama
Wayne
Webster
Winneshiek
Woodbury

Statistics Concerning Proposed Sample

Category of School Districts by Enrollment (K-12)	Number of Districts in Iowa by Category (1976)	Number of Elementary Attendance Centers per Category*	Total Number of Elementary Teachers in Iowa	Number of Districts to be Studied, by Category	Number of Participants desired per Category	% age of Districts of Total Possible Districts to be Studied
A-5000 & up	19	323	6,236.5	19	665	100%
B-2500-4999	19	99	1,777.2	19	339	100%
C-2000-2499	22	94		22	462	100%
D-1000-1999	278	227	1,766.4	69	966	25%
E-300-999	78	378	5,067.8	39	546	50%
F-under 300	32	36		22	224	100%
Totals	448	1157	15,747.9**	200	3202	

*Many attendance centers, especially in Categories D and E are organized on other than the K-6 format. Kindergarten centers, grade six centers, K-3, 4-6, 5-8 and other formats distort the number of schools in these categories. This variety is usually due to such factors as the large physical size of the district, relatively small school enrollment, and the existence of many small-sized school buildings.

**From Data on Iowa Schools, 1973-74. Iowa State Department of Public Instruction.

APPENDIX B

Composite Tables - Inventory Responses K-6

Write-in Comments by Participants

Table 42. Background Items

Item	Grade Level						
	K	1	2	3	4	5	6
Number in sample	67	99	110	117	122	104	106
Teaching experience (average in years)	15.19	14.55	14.48	15.06	15.59	14.22	13.22
Age (average in years)	41.78	40.96	41.44	41.74	42.63	40.99	38.84
Sex distribution: female	100%	99%	97%	99%	94%	82%	71%
male	-	1%	3%	1%	6%	18%	29%
Type of classroom							
a. self-contained	91%	84%	85%	83%	71%	37%	25%
b. departmentalized		2%	1%	1%	7%	33%	41%
c. semi-departmentalized	1%	1%	5%	5%	11%	19%	23%
d. team taught	6%	10%	6%	5%	6%	8%	7%
e. individualized	1%	3%	3%	6%	5%	4%	4%
Inservice preference							
a. idea- and activity-based workshops	79%	82%	81%	77%	73%	55%	64%
b. inservice presentation of ideas and techniques by teachers within the system	6%	4%	5%	8%	12%	21%	11%
c. full-time consultant service	4%	3%	3%	3%	1%	1%	2%
d. attendance at conferences focusing on current areas of concern in social studies		3%	6%	3%	6%	6%	5%
e. attendance at meetings of state and/or national social studies organizations						1%	2%
f. a short course through a college or university tailored to an area of local concern	6%	6%	1%	3%	6%	6%	6%
g. a "regular" social science course through a college or university by which you could build your content background	6%	3%	2%	2%	1%	6%	7%
h. other _____			1%	2%		3%	2%

Table 43. Age and Experience Range and Distribution**

	K	1	2	3	4	5	6
Age range	23-64	23-63	23-66	24-64	24-64	23-65	23-64
Age distribution*							
22-30 years old	13	27	25	35	29	25	28
31-40 years old	17	29	29	17	18	27	30
41-50 years old	15	22	22	21	26	24	20
51-60 years old	13	17	17	23	22	18	18
over 60 years old	4	8	8	9	11	6	4
Experience range	1-40	1-45	1-41	1-38	1-41	2-41	1-37
Experience distribution*							
5 or less years	12	22	18	20	20	18	19
6-10 years	14	16	29	25	28	27	26
11-15 years	11	19	19	15	11	11	18
16-30 years	20	31	38	36	41	36	34
30 or more years	5	7	4	12	12	8	5

*Number of people.

**Not all people reported this information.

Table 44. Composite: Responses by Grade Level to Part I - Inventory of Social Studies Objectives, Techniques, and Materials

	Mean-rating*						
	K	1	2	3	4	5	6
Q1: Areas							
a. concept formation	4.08	4.63	4.69	4.59	4.77	4.89	4.99
b. subject matter knowledge	3.54	3.72	3.82	4.02	4.38	4.39	4.32
c. democratic values	4.35	4.52	4.69	4.51	4.76	4.91	4.74
d. ethical/moral values	4.52	4.60	4.88	4.65	4.70	4.84	4.77
e. personal values	5.18	4.86	5.08	4.68	4.81	4.95	4.92
f. social values	5.03	4.84	4.93	4.74	4.73	4.86	4.86
g. decision making	4.23	4.34	4.70	4.63	4.76	4.93	5.05
h. problem solving	4.12	4.26	4.53	4.61	4.88	4.84	4.97
i. practical skills	2.26	3.17	4.16	4.78	5.19	5.23	5.23
Q2: Philosophy							
a. child-centered	5.16	4.89	4.99	4.58	4.48	4.63	4.62
b. subject matter centered	3.45	3.62	3.69	3.95	4.04	4.34	4.39
Q3: Approach							
a. inductive approach	4.81	4.86	4.72	4.41	4.43	4.37	4.72
b. deductive approach	3.32	3.30	3.40	3.73	4.04	3.98	3.99
Q4: Organization							
a. separate	2.18	2.57	2.70	2.69	2.66	3.06	2.99
b. correlated	4.58	5.16	5.13	5.16	5.13	5.16	5.31
c. integrated	5.07	4.89	4.64	4.46	4.49	4.58	4.68
d. incidental	3.10	1.76	1.60	1.62	1.50	1.36	1.25

Table 44. Continued

	Mean-rating*						
	K	1	2	3	4	5	6
Q5: Form of curriculum preferred							
a. topics limited to U.S. studies	4.83	4.79	5.00	5.00	5.44	5.42	6.00
b. topics including a global awareness faction	4.89	5.00	5.38	5.34	5.58	5.62	5.67
c. topics reflecting U.S. and U.S. cultural backgrounds	5.06	4.94	5.19	5.38	5.31	5.60	5.69
d. other form suggested and rated	5.80	5.72	5.57	5.86	6.00	4.00	5.63
Q6: Basis for teaching social studies							
a. interdisciplinary	4.31	4.68	4.82	4.76	4.85	4.92	5.24
b. multidisciplinary	4.73	4.59	4.97	4.64	5.10	5.19	5.34
Q7: Appropriate forms of approach to social studies areas							
a. area studies	2.06	2.68	3 33	3.75	4.66	4.72	4.03
b. postholing	3.68	3.46	3.40	3.49	3.43	3.98	3.89
c. survey studies	1.59	2.10	2.43	2.64	3.32	3.64	3.87
d. conceptual schemes	3.53	4.20	4.54	4.11	4.12	3.93	4.33
e. problems and problem-solving	2.34	2.86	3.39	3.74	4.19	4.28	4.62
f. biographical studies	2.17	2.56	2.96	3.05	3.38	3.59	3.50
Q8: Effectiveness of base materials							
a. units	4.88	4.65	4.53	4.57	4.78	4.58	4.80
b. textbooks	1.62	3.46	3.93	4.09	4.45	4.73	4.53
c. trade books	1.67	2.22	2.64	2.76	2.81	3.06	2.92
d. audio-visual materials	4.78	4.42	4.20	4.11	4.11	3.81	3.74
e. kits	4.14	3.85	3.88	3.78	3.66	3.71	3.73
f. other choice	3.30	4.00	4.07	4.00	3.36	3.90	4.22

Table 44. Continued

	Mean-Rating*						
	K	1	2	3	4	5	6
Q9: Importance of guides in determining social studies framework							
a. national guidelines	2.32	2.54	2.72	2.68	2.86	2.95	3.13
b. state curriculum guides	3.23	3.11	3.51	3.71	3.91	3.93	4.29
c. local curriculum guide	4.25	4.67	4.77	4.68	4.82	5.04	5.01
d. commercial curriculum guides	2.32	2.43	2.54	2.49	2.69	2.55	2.67
e. textbook	2.21	3.70	3.50	3.65	3.67	3.88	3.45
f. teacher preference	4.54	3.41	3.53	3.39	3.25	3.22	3.21
g. other choice suggested	4.18	4.00	4.55	3.75	3.58	3.80	4.50
Q10: Appropriateness of social science disciplines as unit bases							
a. history	3.45	3.34	3.66	3.89	4.45	5.24	5.11
b. geography	3.43	3.68	4.07	4.55	5.16	5.25	5.26
c. political science	2.18	2.59	2.55	2.89	3.36	3.83	4.26
d. social psychology	3.22	3.76	3.91	3.68	3.73	3.64	3.99
e. economics	2.60	3.43	3.51	3.36	3.53	3.58	4.16
f. anthropology	2.31	2.69	3.06	2.88	3.00	3.45	4.04
g. sociology	3.77	4.00	4.42	4.02	3.89	3.97	4.43
Q11: Basis for social studies program							
a. history/geography only	1.00	1.33		4.25	3.60	4.75	3.00
b. history/geography plus some use of other disciplines	4.38	4.86	4.53	4.45	5.15	5.21	4.92
c. a number of social science disciplines besides history/geography	4.85	4.86	4.89	4.87	4.93	5.36	5.38

Table 44. Continued

	Mean-rating*						
	K	1	2	3	4	5	6
Q12: Effectiveness of basic formats of this level							
a. whole class work	4.67	4.73	4.68	4.53	4.60	4.61	4.58
b. small group work	4.18	4.24	4.43	4.49	4.65	4.65	4.70
c. individual work	3.37	3.09	3.22	3.72	4.09	4.30	4.42
Q13: Value of current popular variations of basic format							
a. interest group work	4.72	4.22	4.64	4.53	4.70	4.87	4.85
b. learning center assignments	4.15	4.11	4.19	4.03	4.01	4.00	4.29
Q14: Type of classroom							
a. self-contained	4.84	4.76	4.74	4.67	4.69	4.57	4.50
b. departmentalized	2.71	3.28	3.46	3.69	4.13	4.63	4.76
c. demi-departmentalized	2.79	3.35	3.68	3.78	4.23	4.35	4.54
d. open space	3.13	2.97	2.88	2.80	2.67	3.09	3.20
e. team taught	3.95	4.26	4.22	3.81	3.71	4.43	4.22
Q15: Activity/Material							
a. educational games	4.85	4.45	4.50	4.41	4.26	4.06	4.02
b. simulation games	3.89	4.06	4.08	3.93	3.91	3.80	4.02
c. role playing	5.12	4.96	4.60	4.25	4.13	4.09	4.12
d. sociodrama	3.67	3.86	3.90	3.57	3.69	3.60	3.66
e. field experiences	4.94	4.81	4.98	4.91	4.69	4.76	4.66
f. cartoons	3.52	3.47	3.41	3.37	3.45	3.32	3.37
g. models	3.60	3.76	3.81	3.91	4.08	4.00	4.02
h. case studies	1.87	2.20	2.53	2.81	3.03	3.22	3.51
i. commercial books	4.09	4.35	4.40	4.35	4.41	4.54	4.60
j. commercial kits	3.58	3.78	3.75	3.71	3.58	3.62	3.76

Table 44. Continued

	Mean-rating*						
	K	1	2	3	4	5	6
k. discussions	4.63	4.89	5.05	4.87	5.13	5.12	5.15
l. checklists	1.97	2.03	2.47	3.04	3.18	3.41	3.32
m. questionnaires	1.65	1.68	2.08	2.72	3.18	3.44	3.39
n. worksheets	2.36	3.01	3.18	3.80	4.07	3.99	4.12
o. unit study guides	3.15	3.39	3.55	3.87	4.15	4.24	4.30
p. paper and pencil kits	1.24	1.79	2.15	3.04	3.68	3.80	3.75
q. observational activities	4.16	4.28	4.35	4.18	4.19	4.18	4.31
r. test study	1.30	2.79	3.53	3.92	4.23	4.23	4.16
s. independent reading assignments	1.13	1.82	2.61	3.39	3.99	4.11	4.06
t. resource people	4.40	4.82	4.75	4.82	4.84	4.72	4.88
u. posters	4.05	4.08	3.96	4.08	3.92	3.76	3.71
v. exercises for critical thinking	3.05	3.37	3.69	3.89	4.39	4.39	4.58
w. exercises for problem-solving	3.21	3.48	3.79	4.07	4.38	4.42	4.62
x. films and filmstrips	5.18	5.30	5.24	5.15	5.07	5.12	4.97
Q16: Value of sharing-type activities							
a. whole class discussion	5.11	5.06	5.17	5.03	5.20	5.09	5.15
b. small group discussion	4.44	4.13	4.11	4.21	4.38	4.41	4.48
c. panel discussion	1.56	1.72	2.19	2.73	3.13	3.56	3.70
d. other discussion forms	2.30	2.55	2.90	3.17	3.32	3.61	3.68
e. skits and/or role-playing	4.34	4.54	4.28	4.01	4.04	4.06	4.05
f. research reports	1.33	1.60	2.26	3.40	4.20	4.21	4.29
g. programs for another group	2.69	3.28	3.45	3.55	3.83	3.86	3.98
h. child-developed materials	3.88	3.82	4.01	3.77	3.52	3.64	3.76
i. other suggestions	4.43	4.00	3.33	3.67	3.08	4.33	4.89

Table 44. Continued

	Mean-rating*						
	K	1	2	3	4	5	6
Q17: Effectiveness of evaluative devices							
a. pencil and paper tests	1.23	1.73	2.20	3.43	4.12	4.33	4.25
b. pencil and paper games/exercises	1.87	2.77	3.48	3.79	4.00	4.09	3.89
c. teacher observation	5.32	5.09	5.09	4.87	4.92	4.98	5.04
d. student-teacher conference	3.59	3.79	4.01	4.03	4.07	4.32	4.43
e. daily written work	1.33	1.88	2.27	3.24	3.86	4.12	4.18
f. student projects	3.06	3.64	4.15	4.38	4.60	4.82	4.82
g. anecdotal records	3.03	3.11	3.16	3.16	3.34	3.36	3.40
h. other suggestions	2.88	3.67	4.63	3.38	3.15	3.50	2.33
Q18: Teacher roles							
a. authority	2.55	2.73	2.78	2.75	3.07	3.03	2.99
b. co-learner	4.23	4.29	4.32	4.18	4.59	4.53	4.50
c. facilitator	4.52	4.43	4.85	4.76	4.96	4.83	4.91
d. resource person	4.51	4.69	4.63	4.37	4.59	4.56	4.69
e. specialist	2.64	2.85	2.76	2.87	3.22	3.20	3.21
f. other role suggested	2.25	3.50	3.38	2.25	2.50	2.00	4.00
Q19: Inservice preference							
a. idea and activity based workshop	5.15	5.18	5.29	5.10	5.12	5.15	5.25
b. inservice presentation by colleague	4.14	4.21	4.08	3.96	3.96	4.16	4.15
c. full-time consultant service	3.02	3.13	2.82	3.07	3.03	3.14	3.36
d. attendance at conference	3.14	3.40	3.59	3.37	3.78	3.91	4.08
e. attendance at conventions	2.45	2.73	2.71	2.57	3.06	3.22	3.36
f. "short" course (college) tailored to needs	3.20	3.70	3.60	3.52	3.89	3.82	3.95
g. social science course to build background	2.98	3.35	3.19	3.14	3.68	3.57	3.77
h. other suggestions	2.67	4.50	4.43	4.01	2.75	3.71	5.00

*Mean-rating at or above 4.50 needed to indicate a high level of concensus/importance attached to the item.

Table 45. Composite: Responses by Grade Level to Part II

Item	K	1	2	3	4	5	6
Average length of social studies period (in minutes)	17	22.76	22.65	30.17	39.97	47	49
Social studies seen as a vehicle (in % age)	99	99	96	97	98	100	100
Social studies seen as a subject area of major importance in itself (in % age)	65	56	65	67	80	96	92

Table 46. Composite: Responses by Grade Level to Part III*

	K		1		2		3		4		5		6	
	%Yes	%No	%Yes	%No	%Yes	%No	%Yes	%No	%Yes	%No	%Yes	%No	%Yes	%No
Units presented as problem	36	64	40	60	38	63	44	56	37	63	33	67	34	66
Length fits guideline for grade level	82	18	93	7	82	18	91	9	89	11	88	12	91	9
Unit introduction concentrated on developing body of common knowledge	95	5	84	16	96	4	93	7	89	11	93	7	96	4
Unit development period used for in-depth study	37	63	65	35	74	26	80	20	85	15	84	16	83	17
Unit culmination draws knowledge together	73	27	77	23	83	17	90	10	82	18	72	28	78	22

*See copy of Inventory for complete description of model unit.

Write-in Comments/Suggestions of Participants Under the "Other" Choice for Questions 5, 8, 9, 16, 17, 18, and 19

Q5: What form should the development of the elementary social studies curriculum take at your grade level?

a. topics limited to U.S. studies
b. topics including a world-wide factor (global awareness)
c. topics including studies which reflect U.S. cultural backgrounds and the U.S.

Level	Number making suggestion
Kindergarten	
social living	1
child initiated/interest	2
home to other cultural backgrounds to global awareness	2
child's relationship to his world	2
topics dealing with immediate environment	2
self and community	6
self-awareness	4
combination of a, b, and c above	1
family, homes, community, state	9
no organized program - incidental	1
Grade One	
individual and community life	2
home, school, community	3
humanistic approach	1
home and family - citizenship	1
family and/or community	5
environment	1
Grade Two	
human relations	1
our community and state	2
our needs	3
local communities	2

Write-in Comments/Suggestions Continued

Level	Number making suggestion
understanding self	2
self in relationship to real world	2
selected backgrounds	1
Grade Three	
incidental	1
city and state	2
self awareness	1
child in his society	1
city	1
combination of a, b, and c	1
Grade Four	
state and local	1
Grade Five	
all of the above	1
Grade Six	
South and Central America/Canada	2
the Americas	1
all of the above	1
b and c	1
economic/cultural approach to home state	1
multidisciplinary	1

Q8: Local, state, and (indirectly) national goals have been established to be met through the social studies curriculum. Teachers use various materials as basic resources in implementing the social studies program to meet these goals. How valuable are the following materials for this purpose at the grade level you teach?

a. units used as a base
b. textbooks used as a base

c. trade books used as a base
d. audio-visual materials used as a base
e. commercial or teacher-made kits used as a base

Level	Number making suggestion
Kindergarten	
combination of all listed	1
Weekly Reader	1
Grade One	
culminating activity for unit	1
teacher-made units	1
speakers	1
outline to follow text	1
Grade Two	
related art work	1
combine units and kits	1
combine all	2
develop own	1
newspapers and magazines	1
Grade Three	
outside resource speaker	2
library research	2
combination of all given	2
field trips and resource people	1
pictures/maps/stories from another country	1
Grade Four	
resource library	1
all of the above	1
speakers	1

Write-in Comments/Suggestions Continued

Level	Number making suggestion
experience	1
community resources	1
combination/adaptation of all available materials	1
Grade Five	
teacher-developed units	1
combination of unit/text/trade books	1
experience	1
text and units	1
newspapers	1
Grade Six	
teacher-developed units/materials	2
student-made projects	1
a - e plus reference materials	1
b, d, and e	1
current events material	2

Q9: What guide should be most influential in determining the framework of the local social studies curriculum for your grade level?

a. national guidelines (as implied through federal legislation, funding, projects, etc.)
b. state curriculum guides
c. local curriculum guides
d. commercial curriculum guides
e. the textbook in current use by the district
f. the individual teacher's preference

Level	Number making suggestion
Kindergarten	
needs/interests of individuals/groups	3
calendar events	1

Write-in Comments/Suggestions Continued

Level	Number making suggestion
Weekly Reader	1
combination of a, b, and c	1
Grade One	
teacher preference under state/local guidelines	1
school unit	1
state/national/local combination	1
audio-visual material to go along with text	1
Grade Two	
children's needs	4
combination of a, b, and c	2
committee preference	1
Grade Three	
needs of children	4
audio-visual	1
principal	1
Grade Four	
administration and teachers	1
all of the above	1
interest level	1
needs/interests of children	1
individual needs	1
Grade Five	
text and audio-visual material	1
combination of state/local/text/ and teacher preference	1
combination of the above	1

Write-in Comments/Suggestions Continued

Level	Number making suggestion
Grade Six	
result of research	1
needs/interests of children	1
needs of community	1

Q16: What type(s) of activity do you find to be effective at your grade level in helping children to share what they have learned in social studies?

a. whole class discussion
b. small group discussion
c. panel discussion
d. other forms of discussion
e. skits and/or role playing
f. research reports
g. programs for another group
h. child-developed materials for learning centers, etc.

Level	Number making suggestion
Kindergarten	
teacher-made material	1
show and tell	1
parties	1
weather/seasons/etc.	1
drawings	1
Grade One	
all of the above	1
field trips	1
learning centers	1
Grade Two	
learning centers	1

135

Write-in Comments/Suggestions Continued

Level	Number making suggestion
tape recorded reports	1
Grade Three	
posters and murals	1
audio-visual materials	1
relate units to everyday life	1
Grade Four	
student-made questions for games	1
debates	
Grade Five	
making visuals, charts, dioramas, etc.	1
building scale models	1
make outline of material	1
hands-on activity	1
individuals or pairs	1
Grade Six	
working with committees on projects	1
Glasser Circle Discussion	1
combination of all answers	1
art, etc. projects	1
individual conferences	2
posters	1
films/audio-visual materials	1
role-playing	1

Q17: What evaluative devices (instruments) are most effective at your grade level in determining the child's level of achievement in the social studies skills, understandings, and attitudes/appreciations?

a. pencil and paper tests

b. pencil and paper games and exercises
c. teacher observation
d. student-teacher conference (individual or group)
e. daily written work
f. student projects
g. anecdotal records

Level	Number making suggestion
Kindergarten	
standardized tests	1
Grade One	
parent-student-teacher conference	1
children's encyclopedia	1
Grade Two	
discussion	1
oral questioning	2
drawing pictures	1
pictures and stories	1
Grade Three	
discussion	2
study guides	1
Grade Four	
discussion	2
individual demonstration of skills	1
combination of above	1
Grade Five	
self-evaluation	1
scrapbooks	1

Write-in Comments/Suggestions Continued

Level	Number making suggestion
Grade Six	
Glasser Circle Discussion	1
interest and participation	1

Q18: Every teacher assumes various roles at different times. A number of teaching roles are listed below. Which do you feel most closely describes your predominent role as a social studies teacher?

a. as an authority
b. as a co-learner
c. as a facilitator
d. as a resource person
e. as a specialist

Level	Number making suggestion
Kindergarten	
teacher travel	1
Grade One	
no comments	0
Grade Two	
listening/commenting/questioning	1
guide	1
Grade Three	
combination facilitator/resource person	1
guide	1
classroom teacher	1
Grade Four	
baby-sitter	1

Write-in Comments/Suggestions Continued

Level	Number making suggestion
counselor	1
listener/observer	1
Grade Five	
no comments	0
Grade Six	
developer of interests	1
combination of all listed	1
as a human being and moral example	1

Q19: Which of the following would be helpful to you in further developing your ability to function effectively as a social studies teacher at the grade level you teach?

a. idea- and activity-based workshops
b. inservice presentation of ideas and techniques by teachers within the system
c. full-time consultant service
d. attendance at conferences focusing on current areas of concern in social studies
e. attendance at meetings of state and/or national social studies organizations
f. a short course through a college or university tailored to an area of local concern
g. a "regular" social science course through a college or university by which you could build your content background

Level	Number making suggestion
Kindergarten	
self-knowledge of community	1
Grade One	
more materials in the building with access to the same	1
Grade Two	
inservice time to make activity centers	1

Write-in Comments/Suggestions Continued

Level	Number making suggestion
more planning time	1
combination of workshop and short course tailored to local needs	1
visiting demonstrator	1
visit another school	1
Grade Three	
travel	2
curriculum director	2
visit other programs	1
AEA	1
Grade Four	
time to prepare	2
publisher's printed helps and worksheets	1
Grade Five	
use of a successfully established program	1
travel in areas studied	1
journals	1
Grade Six	
use of a successfully established program	1
use of continuous support group of teachers at the same level	1
course dealing with how children think and learn	1

APPENDIX C

Copy of Instrument